



class: Year 1

Term: Spring Term 2022

Literacy

SPEAKING AND LISTENING: Through discussion, role-play and drama the children will explore the story of Dogger by Shirley Hughes. Children will have opportunities to perform poetry from 'All Aboard the Toy Train' by Tony Bradman. They will follow instructions to make puppets and moving toys and demonstrate their understanding in response to questions and stories. They will develop their own narratives about a Lost Toy and in response to other relevant stories.

PHONICS: Children will complete discrete Phonics sessions lasting approximately 20 minutes following Letters and Sounds and the Sounds Write Scheme.

READING: Children will look at fiction and non-fiction books and explore the differences between them. Children will read and understand simple sentences. They will read some common irregular words and use their developing phonics knowledge to decode regular words aloud accurately. Children will develop the ability to infer meaning, make predictions and work out word meaning through Guided reading sessions.

WRITING: Children will have several opportunities to develop the skills of writing through a variety of different writing genres including instructions, lists and menus. Children will have opportunities to write simple narratives based on Dogger. Children will also develop their understanding of a sentence and how to extend their sentences through games and simple exercises. They use the terms noun, adjective (describing words) and verbs. They will develop their ability to use capital letters.

HANDWRITING Children will continue to develop a comfortable and effective pencil grip. They will learn the different groups of letters and really focus on starting each letter correctly each time.

Numeracy

PLACE VALUE, NUMBER AND COUNTING:: Count to and across 100, forward and backward, beginning with 0 or 1, or from any given number. Count in multiples of 2s, 5s and 10s. Begin to read and write numbers 0-20 in digits and words with support.

MEASURES LENGTH AND WEIGHT: Compare, describe & solve practical problems for: Lengths & heights and **Mass/weight**. Use the following vocabulary correctly (in a range of contexts): Length - long, short, longer, shorter, tall, short, double, half. Weight and Mass heavy, light, heavier than, lighter than. Using that knowledge and vocabulary to order up to 5 different objects by weight.

ADDITION AND SUBTRACTION: Children will mentally recall 1 more and 1 less or to use equipment to find the answer. Read, write and interpret mathematical statements involving + - = signs. Represent and use number bonds and related subtraction facts within 20. They will use their number bonds to find answers to other addition and subtraction questions

GEOMETRY 2D & 3D SHAPE: To be able to name, label and describe the properties of 2D and 3D shapes. To use shape vocabulary including corner, line, edge, vertices. To recognise shapes when they are in different positions.

FRACTIONS Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of two equal parts of an object, shape or quantity.

MEASURES CAPACITY AND VOLUME Compare, describe & solve practical problems. Use vocabulary full, half full, half empty and empty. Order 5 different containers.

MEASURES MONEY AND TIME Recognise coins and being to use combinations to make amounts. Sequence events in chronological order using language (e.g. before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening).

Science

Children will identify different materials and how they behave.

They will complete different investigations.

They will sort and classify different materials according to their properties.

They will consider how to make toys move and the forces involved.

They will investigate electricity and make a simple circuit.

Working scientifically

Children can use simple equipment to help them make observations.

Children can perform a simple test.

Tell other people about what they have done.

They give a simple reason for their answers.

They explain what they have found out using scientific vocabulary.

They put some information in a chart or table.

Geography Looking at different countries where toys have been invented. Japan - Nintendo, Steiff Germany Barbie America, Meccano UK, Lego Denmark etc. Children will look at old maps of the local area and compare with maps now. Children will use geography fieldwork skills and complete a Heritage Walk. (Linked with History)

History

Children will use the language of time to talk about and order three artefacts. They will use words and phrases like: 'old', 'new' and 'a long time ago'. They will tell people about things that happened when they were little after recent events e.g. Christmas.

They will identify and know that some objects belonged to the past. They will ask and answer questions about old and new objects. They will spot old and new objects in a picture. They answer questions using an artefact/ photograph provided. They will give a plausible explanation about what an object was used for in the past.

Cross curricular numeracy links

Measure – links to art and geography Data handling – sorting creatures by different criteria. Recording using different graphs. Shape and space – making toys out of shapes. Counting – differences in wheels etc. Problem solving involving measuring mass and length.

ICT , computing, digital literacy.

Programing – Using Programmable toy and writing the instructions.

Cross Curricular Literacy Links:

Read well known books associated with features of different

Role-Play The Toy Shop/Museum

Children will make signs and role play making and visiting a Toy Museum.

How did children play in the past?

LC 1 - What are toys like? How can we sort our teddies?

LC 2 - Who is that toy for? How can you tell?

LC3 - How can we make a playground for teddy to play on?

LC4- What do famous artists represent toys?

LC 5 - How have toys changed? Why have they changed?

LC6 - How can we make a toy museum?

Reflection: Does everybody play? Does everybody play the same way? How did children play in the past? Has playtime improved?

R.E. - Why is Jesus special to Christians?

Children will identify some of the events in the life of Jesus and beliefs about Jesus. They will retell the stories and suggest meanings for symbols. They will recognise that there are questions that can be asked about Christian belief in Jesus. In relation to these questions they will express their views, supporting them with simple reasons. They will reflect on their own feelings, ideas and values; be aware of the

Music

The children will use their voices expressively and creatively by singing songs and speaking chants and rhymes .To play tuned and untuned instruments musically. To listen with concentration and understanding to a range of high-quality live and recorded music. To experiment with, create, select and combine sounds using the

PSHE including SRE

Go Givers – The children will continue to explore the themes of Eco-awareness through lessons on Pollution and Litter.

Our wonderful bodies - Children appreciate how special and unique they are through Science/PE and PSHE sessions. They identify the things that they are good at and what they would like to develop.

My family –those people who care for me. Through our main text Dogger by Shirley Hughes Children will think about who is in our family and how they care for us.

P.E. Gymnastics – Using a piece of music as a stimulus Children will respond and explore individual movements such as balances, travelling and jumping to create a short phrase.

Dance - Making a Toy Story Dance as part of either whole class or in a small group

Art/DT

DT - Design, make and evaluate a playground climbing frame (product) for teddy (user) to play on (purpose).

The children will...

- Plan by suggesting what to do next. Select and use tools, skills and techniques, explaining their choices. Select new and reclaimed materials and construction kits to build their structures.
- Use simple finishing techniques suitable for the structure they are creating.

Art – How do represent playing and toys in Art?

Observational drawings of a Steiff teddy bears and other toys investigate using different pencils with different