

NATHANIEL NEWTON INFANT SCHOOL

Learning in Year 1 in the first half of Spring Term – Our topic is called ‘Toy Story’

Literacy

Numeracy

Science

<p>Children continue to apply phonic knowledge and skills to decode words then blend them until reading is fluent. Children explore different types of texts including stories, information and poetry. Children continue to practice oral skills by saying what they want to write before they begin writing.</p> <p>Key skills for reading and writing will be developed, including:</p> <ul style="list-style-type: none"> • The use of full-stops, capital letters, exclamation marks, question marks, speech marks in sentences. • Extending sentences by using the connective ‘and’ • The correct formation for letters and using finger spaces between words. • The use of story language when re-telling a story • A sequence of a story. • The spelling of key words and checking that their writing makes sense by re-reading. • Using suffixes – s/es to change words to mean plural. 	<p>Children will learn strategies to aid addition and subtraction.</p> <p>Counting in 1s to 100, in 2s, 5s and 10s.</p> <p>Partitioning numbers into tens and units.</p> <p>Reading and writing numbers in numerals and words.</p> <p>Using & reading ordinal numbers – 1st/first, 2nd/second etc</p> <p>Fractions (recognise, find, name and write fractions $\frac{1}{2}$ /$\frac{1}{4}$ of a shape or quantity).</p> <p>Measurement – time- reading dates, months, years</p> <p>Geometry (Exploring and creating 2D & 3D shapes and learning about their properties).</p> <p>Direction & position – whole, half and quarter turns.</p> <p>Solving 1 step word problems</p> <p>Recognise and know the value of coins and notes</p>	<p>Children will learn about forces that cause toys to move – push/pull.</p> <p>They will find out about different materials used to make toys and the properties of those materials.</p> <p>They will observe seasonal changes – Winter.</p>
<p>At home you can help by:</p> <p>Read as much as possible with and to your child and encourage them to discuss what they have read. Ask them a range of questions about different texts.</p> <p>Identify different types of writing –information, story etc.</p> <p>Practice writing stories, information, lists, letters and cards.</p> <p>Practise weekly spelling and use them in writing sentences.</p>	<p>At home you can help by:</p> <p>Get your child counting, adding and subtracting as often as possible. Count in 5s and 10s –eg lets buy 5 bananas, 10 packets of crisps etc.</p> <p>Ask your child to read the date on shopping items/in the newspaper/ on invitations.</p> <p>Use ordinal numbers with your child. Eg What shall we put in the washing machine first, second? etc</p>	<p>At home you can help by:</p> <p>Talk about children’s toys at home. What makes them move? Compare different toys. Look at other ways we use these forces in every-day life – light switches, opening/closing doors etc.</p> <p>Discuss materials are used to make things – food containers, clothing etc.</p> <p>Discuss how the season/weather effects the toys that we play with.</p>

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Geography/History

Art and Design Technology

PSHE/Religion

<p>Geography:</p> <p>Use basic geographical vocabulary to refer to and identify different countries in the world that a range of toys are produced in.</p> <p>History:</p> <p>Children begin to develop an awareness of the past, using common words and phrases relating to the passing of time. Children find out about toys from previous centuries - what they were, what they were made from and how they were played with and also from their own histories and those of their families – baby toys, toddler toys, toys they play with now.</p>	<p>Art and Design:</p> <p>Children use a range of materials creatively to design and make products (paint, pastels, crayons and drawing pencils). They use drawing and painting to develop and share their ideas, experiences and imagination. Children develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (paint representations of their own toys, print toy designs in the style of Andy Warhol).</p> <p>Design Technology:</p> <p>Design purposeful, functional, appealing products – a cup and ball toy, a split pin figure, a circus rider toy.</p>	<p>PSHE:</p> <p>Children begin to develop an understanding of our own and other people’s feelings. They will learn that all feelings are OK and that there are different ways to describe the same feelings.</p> <p>R.E.</p> <p>Children will learn about a variety of creation stories. They will find out about the different ways that people express their beliefs and values.</p>
<p>At home you can help by:</p> <p>Talking with your child about your own favourite toys from your childhood, describing them, looking for them on the computer. Compare them with the toys your child has now. How are the similar/different? Find out where toys are made. Look at maps and in atlases to locate the country/town/city they were made in</p>	<p>At home you can help by:</p> <p>Let your child explore different materials to create their own pictures, designs and models.</p> <p>Look at artists work about toys on the computer/in books.</p>	<p>At home you can help by:</p> <p>Talk about our own and other people’s feelings.</p> <p>Look at natural objects in the world eg. rivers, flowers and discuss how we take care of them.</p>

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Computing

Children are taught to evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems

Children are taught to be responsible, competent, confident and creative users of information and communication technology.

Physical Education

Dance

Children are taught to develop basic dance movements, focussing, for example, on moving like different toys. Children work individually and with a partner to build up dance sequences or phrases and perform them to other class members.

Athletics

Children are taught to develop basic movements including running, jumping, aiming, rolling and throwing and catching. They practice working in teams to develop co-operation, sharing and challenging each other.

Music

Children learn to sing a variety of songs using their voices and body movements. They learn how to play a variety of percussion instruments including Djembi drums, keeping the beat or rhythm of the music. Children practise following a musical pattern and creating their own patterns. Children listen to different music genres and styles and evaluate them.

At home you can help by:

Discuss safety on the internet with your child.

At home you can help by:

Discuss with your child how regular exercise makes them feel. Can they describe what happens to their body when they exercise? What exercise/PE do they enjoy most and why?

Look at different types of dance on television, on the internet or in books. Encourage children to talk about the different ways of moving and the style of music the dance is set to.

At home you can help by:

Encourage your child to listen to a wide variety of musical styles. Encourage your child to talk about how the music makes them feel. Do they like the music? Can they keep the beat by tapping their feet or clapping their hands?