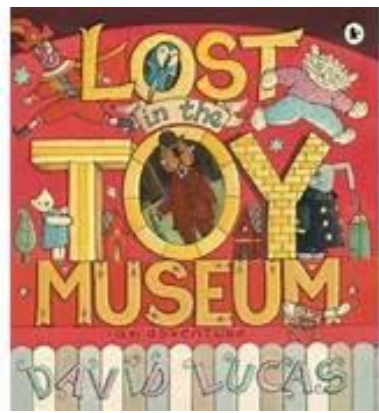




Key Books this term:



Grandparent/Parent visitors – To complete our Toy topic, we hope to have some Grandparent or Parent visitors to come in to talk to us/show us some of the toys they used to play with as a child.
Walk around our Local Area – Linked to our Geography, we also hope to go on a walk around our local area.

Try at home and add to Seesaw

Quick teaser – What do you think these toys are?



Let's think like scientists

Which part of the body is this?



Clue – we listen with these!

Science: Who am I? (Autumn 1)

Key Skills/knowledge:

- ✓ be able to observe things using simple equipment
- ✓ be able to gather and record data to help answer questions

Key Vocabulary:

- Backbone
- Ear lobe
- Elbow
- Eye socket
- Hips
- joints
- Insect
- Ribs
- Thigh
- Tongue
- Vertebrate

Paired Reading: Various Phonics stage books

Key Skills/knowledge:

- ✓ make predictions about a text
- ✓ join in discussions about a text, take turns and listen to what others say
- ✓ predict what might happen on the basis of what has been read so far
- ✓ discuss the significance of titles and events

Geography: Our Local Area – What is it like where we live?

Key Skills/knowledge:

- ✓ identify the significant features (landmarks) of their local area and consider viewpoints in relation to this
- ✓ compare journeys and landscapes and understand near/far, often/rarely
- ✓ learn about maps, map-making and symbols

Key Vocabulary: local, near, far, map, country, rural, city, high street, river, pond, park, playground, school, journey, walk, bus, hospital, train station, supermarket.

Science: Celebrations (Autumn 2)

Key Skills/knowledge:

- ✓ be able to observe things using simple equipment
- ✓ be able to identify and classify
- ✓ be able to perform simple tests
- ✓ be able to describe the simple physical properties of a variety of everyday materials
- ✓ be able to identify and describe the basic structure of a variety of common plants. Including roots, stem, leaves and flowers

Key Vocabulary:

- Illuminate
- Light source
- Opaque
- Reflect
- Translucent
- Transparent
- Shadow
- Sound
- Source of sound
- Vibration

Can you find out what toys your Parents or Grandparents used to play with?

History: My Family – Has Childhood always been the same.

Key Skills/knowledge:

- ✓ develop and awareness of the past
- ✓ Know where people and the events they study fit within a chronological framework
- ✓ identify key similarities and differences between ways of life in different periods

Key Vocabulary:

Oral history, same, 20th century, 21st century, 1950s, 1960's, grandparent, growing up,, year

Can you recognise these places from our local area?



PSHE/RSE:

Jigsaw: Being Me in My World (Autumn 1)

Who am I and how do I fit?

Key Vocabulary: safe, special, calm, belonging, special, rights, responsibilities, rewards, proud, consequences, upset, disappointed

Jigsaw: Celebrating Difference (Autumn 2)

Respect for similarity and difference. Anti-bullying and being unique

Key Vocabulary: similarity, same as, difference, bullying, deliberate, on purpose, unfair, included, celebration, special, unique



Computing: Computing systems and networks – Technology around us.

Key Skills/knowledge:

- ✓ can explain technology as something that helps us
- ✓ can locate examples of technology in the classroom.
- ✓ can name the main parts of a computer
- ✓ can use a mouse to click and drag
- ✓ can save my work to a file
- ✓ can identify rules to keep us safe and healthy when we are using technology in and beyond the home.

Key Vocabulary: keyboard, computer, mouse, screen, click, drag, open, file, save, safe, internet, picture, technology.

Physical Education: Games and Dance

Key Skills/knowledge:

- ✓ playing outdoor/indoor games within a team
- ✓ understanding rules and how to work as part of a team
- ✓ move the body in different ways to a number of rhythms

Religious Education: Judaism – Good deeds

Why is learning to do good deeds so important to Jewish people?

Key Skills/knowledge:

- ✓ talk about something good someone did for me
- ✓ talk about something that might be a mitzah or good deed for Jewish people
- ✓ talk about how Jewish people might perform the mitzah of welcoming a baby girl in their synagogue
- ✓ say what the words in a song/picture about Tikkan Olam are about for Jewish people

Key Vocabulary: good deed, helping, perform, Tikkan Olam, faith, belief

Mathematics: Number and Place Value

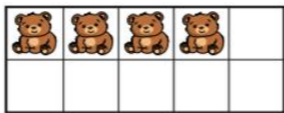
Previous Reception Experiences: Recapping some areas covered in Reception to support early maths ready to progress into Year 1

Counting within 100: Children will learn to count within 100 in different ways



1 How many teddy bears are there?

a)



b)



How did you count them?

Counting within 100: count on, count back, forwards, backwards, ones, tens, digit, before, after, next, number line

Comparison of Quantities: Exploring the relationships between numbers and comparing amounts using language such as more than/less than/same as

Part-whole Relationships: Introducing the concept of partitioning and begin to use the part-part-whole method



<https://www.topmarks.co.uk/maths-games/5-7-years/counting>

Can an adult help you print out or draw a 100 square? Which numbers do you recognise? Can you say them out loud? Can you count forwards and backwards from a number?

100 square									
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Art: Painting

We will be using different painting techniques, such as thick and thin strokes with a paintbrush and understand and respond to the work of different artists.

Outcome: We will be using our experience of tools and media to produce an imaginative image.

Key Vocabulary: paintbrush, paint, thick, thin, strokes, technique, respond, artist, artist rag, imagination

Design Technology: Freestanding Structures – Playground Equipment

We will be researching and investigating existing playground equipment and designing our own

Outcome: We will be making our own models of playground equipment

Key Vocabulary: safe, strong, stable, design, soft landing, colour, metal, wood, fun, climb, frame

Can you experiment using thick and thin brush strokes with a paintbrush? Maybe you could try with different sized paintbrushes.

Music: Hey You! – Old School Hip-Hop

Key Skills/knowledge:

- ✓ Find the pulse when listening to music
- ✓ Clap to a rhythm
- ✓ Make up own rhythms
- ✓ Rap and sing in groups

Key Vocabulary: pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform

Listen to and sing along to 'Fresh Prince of Bel-Air' by Will Smith

<https://www.youtube.com/watch?v=1nCqRmx3Dnw>



English: Reading/Phonics: Phase 5

We will be continuing to use the same Phonics program which the children are familiar with (Twinkl) along with the 'Song of Sounds'. This term we will be starting on Phase 5. Here are just some of the graphemes that we will be looking at:

- 'ay' saying /ai/
- 'oy' saying /oi/
- 'ie' saying /igh/
- 'ea' saying /ee/
- 'a_e' saying /ai/
- 'i_e' saying /ie/

Some of our common exception words:

- could, should, said, so
- want, would, have, like
- oh, their, come, some,
- Mr, Mrs, were, there
- love, your, little, one

Sing our Phonics song 'Song of sounds'

<https://www.youtube.com/watch?v=6UQHdBMLk-M>

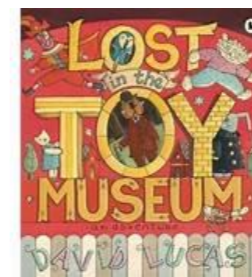


English Writing

Writing sentences in full (within different contexts)

Improving our writing:

- ✓ Using capital letters
- ✓ Using finger spaces
- ✓ Using full stops
- ✓ Beginning to Including wow words (adjectives)



ABC



Can you have a go at writing some sentences using capital letters, finger spaces and full stops?

SPaG: Using and understanding the terminology-

- Adjective – a word that describes a noun, or noun phrase for example, red, sweet
- Noun- a word that represents a person, thing, concept, or place
- Verb- a word used to describe an action, state, or occurrence