



## Class One Curriculum Information Autumn 2 2019

### Toys

This half term Class One are exploring Toys! Children will be invited to bring in their own favourite toy and we would also love to hear from any relatives who may be willing to share a toy from their own childhood. If so please get in contact as we hope to build a collection of old and new toys ready to make comparisons in class.

Below is information regarding what we will be covering this term across the curriculum so that you can support your child at home. If you would like any further information please come and speak to me and I will gladly help.

Miss Berry

<u>Curriculum Area</u>	<u>Main learning</u>	<u>Key Skills</u>	<u>Key vocabulary</u>
R.E.	<ul style="list-style-type: none"> <li>Children hear the story of Christmas.</li> <li>They come to know that Mary is the Mother of Jesus.</li> <li>They will be able to join in simple prayers and hymns.</li> </ul>	<ul style="list-style-type: none"> <li>Know that the angel Gabriel asked Mary to be the mother of God's son.</li> <li>Reflect on Mary's reply to the angel.</li> <li>Know that in Advent we prepare to celebrate Christmas.</li> <li>Think of ways we can prepare.</li> <li>Know the story of the birth of Jesus.</li> <li>Reflect on how important this is for us.</li> <li>Know that shepherds were the first to hear about the birth of Jesus.</li> <li>Reflect on the good news they received.</li> </ul>	<ul style="list-style-type: none"> <li>Catholic</li> <li>God</li> <li>Mary</li> <li>Jesus</li> <li>Gabriel</li> <li>angel</li> <li>advent</li> <li>celebrate</li> <li>Christmas</li> <li>birth</li> <li>sacrifice</li> <li>good news</li> <li>Nativity</li> </ul>
English	<p>As part of our topic work the children will be writing for a range of purposes including:</p> <ul style="list-style-type: none"> <li>Recount of their half term events and use senses to record signs of Autumn.</li> <li>Information about different types of toys, including their own favourite toy.</li> <li>Comparisons of old and new toys.</li> <li>Creating and solving toy riddles.</li> <li>Stories and descriptions based on Jane Hissey's Old Bear stories including a party invitation.</li> </ul>	<ul style="list-style-type: none"> <li>Convey information and ideas in simple non-narrative forms.</li> <li>Write non-chronological texts using simple structures.</li> <li>To use a variety of sentence openers, as well as correct punctuation.</li> <li>To extend range of joining words to link words and clauses using <i>but</i> and <i>or</i>.</li> <li>Write in different forms with simple text type features e.g. <i>instructions, narratives, recounts, poems, information texts</i>.</li> <li>Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words.</li> <li>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	<p><b>Recount writing</b> half term, then, next, family, with, cousins, brother, sister, holiday, favourite</p> <p><b>Senses</b> <i>see, hear, smell, feel and taste, autumn, season, weather</i></p> <p><b>Toys and Old Bear writing</b> <i>plastic, metal, old, new, younger, because, materials, small, large, dark, damp, dusty, cobwebby, musty, dingy attic, boxes, big, brown, cardboard, coiled, worn, woolly carpet, faded, frayed, stripy umbrella, golden, rusty, cage, drab books, tatty, leather bag, invitation, invite, party, amazing, please</i></p>
Maths	<p>The children will be taught skills in:</p> <ul style="list-style-type: none"> <li>Counting forwards and backwards in 1s, 2s, 5s and 10s</li> <li>Place value</li> <li>Calculation methods starting with addition and subtraction</li> <li>Mental skills and recall of doubles, halves, bonds to 10 and 20</li> <li>Measurement of length, height, capacity, weight and money</li> </ul>	<ul style="list-style-type: none"> <li>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</li> <li>Count, read, write and order random numbers to 50 in numerals, counting in twos.</li> <li>Given a number, identify one more and one less.</li> <li>Identify and represent numbers using objects and pictorial representations including the number line, read and write numbers from 1 to 20 in numerals and words.</li> <li>Read, write and interpret mathematical statements involving addition (+), (subtraction (-)) and equals (=) signs.</li> <li>Represent and use number bonds and related subtraction facts within 20.</li> <li>Add (and subtract) one-digit numbers to 20, including zero.</li> <li>Compare, describe and solve practical problems for: lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half).</li> <li>Solve one-step problems involving multiplication, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</li> <li>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</li> <li>Recognise and know the value of different denominations of coins and notes.</li> </ul>	<p><b>Number</b> read and write numbers from 1 to 20 in numerals and words, use the language of number, count, count (up) to, count on (from, to), count back (from, to) forwards, backwards, ones, tens, digit, the same number as, as many as, more, larger, bigger, greater, fewer, smaller, less fewest, smallest, least, most, biggest, largest, greatest, many, odd, even, pattern, pair, equal to, more than, less than, how many ...? same as, more, less, most, least, arrays, half, equal</p> <p><b>Measure</b> length, height, weight, capacity, full, half full, empty, holds, container, weigh, weighs, balances, heavy, heavier, heaviest, light, lighter, lightest, scales, Money, coin, penny, pence, pound, price, cost, buy, sell, spend, spent, pay, change, dear(er), costs more, costs less, cheaper, costs the same as</p>



Science	<p><b><u>Materials with a link to toys:</u></b></p> <p>The children will learn that common objects are made from many types of materials with different properties. They will describe, compare and sort materials and discuss their suitability for particular uses. Also they will investigate how the shape of some materials can be changed by squashing, bending, twisting and stretching.</p>	<ul style="list-style-type: none"> <li>Distinguish between an object and the material from which it is made.</li> <li>Identify and name a variety of everyday materials inc. wood, plastic, glass, metal water and rock.</li> <li>Describe simple physical properties of a variety of everyday materials.</li> <li>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> <li>(To know 'materials' as a scientific word as well as linking it to everyday word for fabric).</li> </ul> <p>Work Scientifically by:</p> <ul style="list-style-type: none"> <li>asking simple questions and recognising that they can be answered in different ways</li> <li>observing closely, using simple equipment</li> <li>performing simple tests</li> <li>identifying and classifying</li> <li>using their observations and ideas to suggest answers to questions</li> <li>gathering and recording data to help in answering questions</li> </ul>	<p><b>Materials</b></p> <p>materials, substance, characteristics, properties, wood, metal, plastic, leather, glass, fabric, rock, sand</p> <p><b>bendy</b> stretchy flexible pliable</p> <p><b>stiff</b> hard solid rigid</p> <p><b>smooth</b> silky even flat (safe)</p> <p><b>rough</b> spiky sharp bumpy (dangerous)</p> <p><b>absorbent</b> soaks up liquid leaky porous</p> <p><b>waterproof</b> watertight repellent impermeable</p> <p><b>cold</b> cool</p> <p><b>warm</b></p> <p><b>soft</b> squashy bouncy</p>
History	<p><b>Toys in living history</b></p> <p>As part of our topic, the children will be learning about the toys their grandparents and great grandparents would have played with and comparing them with popular toys today.</p>	<ul style="list-style-type: none"> <li>To describe an artefact.</li> <li>To recognise similarities and differences between toys today and the past.</li> <li>To use historical sources and artefacts to find out about toys in the past.</li> <li>To find out about aspects of the past.</li> <li>To describe the characteristics of old and new.</li> <li>To communicate what they have learned about toys in a variety of ways.</li> </ul>	<p>The present, the past, the future, old, new/recent, parent, grand parent, great grand parent, clue, memory, lifetime, year, decade, century, ancient, modern, time line, date order, similar, different, because, important, living memory, toys, materials, simple, inventions, homes, houses, generation, drawing, photograph, camera, detective, opinion, artefact, What...? When...? Where...?</p>
Geography	<p>The children will be finding out about toys from around the world and navigating physical and electronic maps, atlases and globes.</p>	<ul style="list-style-type: none"> <li>To name and locate the world's seven continents and five oceans</li> <li>To use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> </ul>	<ul style="list-style-type: none"> <li>Map</li> <li>Globe</li> <li>GoogleEarth</li> <li>Atlas</li> <li>Map</li> <li>similar</li> <li>different</li> </ul>
Art and Design	<p>The children will make observational drawings of old toys. They will also explore how to use different media to create textured effects when capturing their own favourite toy and others collected in class.</p> <p>The children will also design, create and evaluate their own sock puppet.</p>	<ul style="list-style-type: none"> <li>To experiment with different media (pens, chalks and pencils).</li> <li>To make choices about which would be the best media to draw a portrait of a particular toy.</li> <li>Acquiring new sketching techniques to create fur textures.</li> <li>To design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> <li>To evaluate their ideas and products against design criteria.</li> </ul>	<ul style="list-style-type: none"> <li>Thick</li> <li>Thin</li> <li>Soft</li> <li>Broad</li> <li>Narrow</li> </ul> <p>Plan, Design, Create, Evaluate</p> <ul style="list-style-type: none"> <li>Fine</li> <li>Pattern</li> <li>Line</li> <li>Shape</li> <li>Detail</li> <li>Charcoal</li> <li>Coloured pencil</li> <li>Drawing pencil</li> <li>Felt tip pen</li> <li>Chalk</li> <li>Pastel</li> <li>Fabric</li> <li>Colour</li> <li>Material</li> <li>Pattern</li> <li>Shape</li> <li>Texture</li> <li>Glue Stick</li> <li>Scissors</li> <li>Sew</li> <li>Needle</li> </ul>
ICT	<p>This half term the children will be taught to search skilfully online.</p>	<ul style="list-style-type: none"> <li>To understand simple terminology associated with searching.</li> <li>To gain better understanding of searching on the Internet.</li> <li>To create a leaflet to help someone search for information on the Internet.</li> </ul>	<ul style="list-style-type: none"> <li>Safety</li> <li>Online</li> <li>Internet</li> <li>The web</li> <li>Browsers</li> <li>Search engines</li> <li>Results</li> <li>Query, question</li> <li>Information</li> </ul>