

# YEAR 1 TERM 1

Great Britain Grand Tour - What is it like in London and the UK?



## MATHS

### Place Value (Within 10)

- Sort, count and represent objects
- Recognise numbers as words
- Count on from any number
- 1 more and 1 less
- Count backwards within 10
- Compare groups by matching and compare numbers
- Fewer, more, same, less than, greater than, equal to
- Order objects and numbers
- The number line

### Addition

- Introduce parts and wholes and the part-whole model
- Write number sentences
- Fact families – addition facts
- Number bonds within and to 10

## ENGLISH



- All about me using proper nouns
- Letter
- Lost poster
- Speech bubbles
- Character description
- Poetry: When We Were Very Young by A. A. Milne



## SCIENCE

- The Human Body
- Identify and name parts of the Human Body
- Draw and label parts of the human body
- Sight • Sound • Taste
- Touch • Smell
- Seasonal Changes:
- Seasonal Changes



## GEOGRAPHY

- What is the United Kingdom?
- Where do we live in the UK?
- What is the capital of our class country?
- What 4 countries are united in the United Kingdom?
- What do they look like on a map?
- What are their capital cities?
- What is there to see and do in our class country?
- Where in the world are we?
- What is London like?
- What does London look like from the sky?
- What is a map?
- Can we make our playground even better?

## WE ARE READING...



- Beegu by Alexis Deacon
- Katie in London by James Mahew
- Paddington's London Story Treasury by Michael Bond



## KEY DATES

- 1<sup>st</sup> - 2<sup>nd</sup> September: Staff Development Days
- Wednesday 3<sup>rd</sup> September: Start of Term 1
- Tuesday 30<sup>th</sup> September & Thursday 2<sup>nd</sup> October 3-6pm Parents' Evenings
- Thursday 9<sup>th</sup> October: Our World at Wincheap Day
- Friday 17<sup>th</sup> October: Last day of Term 1

## PHONICS

Using FFT  
Success for All  
Phonics, the children will be learning GCPs for reading and spelling.





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## MUSIC

### My Musical Heartbeat

Every piece of music has a heartbeat - a musical heartbeat. In music, we call it the 'pulse' or the 'beat' of the music. When you are listening and singing to the music and songs in this Unit, try to find and keep the pulse or steady beat together. You might march, clap or sway in time - find a movement that helps you to keep the beat.

**Social Question:** How Can We Make Friends When We Sing Together? Explore this question as you progress through the unit.

**Musical Learning:** Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes:  
C, D, E, F, G

## P.E

- Games/Dance linked to class country and playground games
- Invasion games: Tag Rugby



## COMPUTING

### Introduction to Purple Mash

Logging into Purple Mash and finding way around

### Coding

Introduction to coding  
Block coding  
Saving and editing work

## ART

### Pulling faces

We are looking at:

- Faces.
- Using simple shapes to draw people.
- Looking at the art of Lauren Child and Modigliani.
- Printing some of the sights of London.
- Designing a hat to meet a King .



## ENRICHMENT

- Fieldwork: School playground investigation



## D.T

### Structures: Constructing a windmill

- Create a stable structure
- Use tools and equipment accurately
- Join parts of a structure
- Evaluate a structure



## R.E

### How did the world begin?

- Show respect when talking about big ideas.
- Understand what creation means in relation to the natural world.
- Know that some people believe God created the world as described in Genesis.
- Recognise that there are different creation stories to explain how the world began.
- Express ideas about what a creator might be like.
- Explore and express ideas about creation.



## P.S.H.E

- Understand the rights and responsibilities as a member of my class.
- Know that I belong to my class.
- Understand the rights and responsibilities of being a member of my class.
- Know how to make my class a safe place for everybody to learn.
- Know my views are valued and can contribute to the Learning Charter.
- Recognise the choices I make and understand the consequences.

