



Our main topic this summer term in Year 1 is

# Childhood

In the Childhood project, your child will learn words and phrases related to the passage of time. They will explore artefacts to help them to understand childhood in the past and how childhood has changed over time. They will explore the six stages of life and explore timelines and family trees. Everyday life in the 1950s will be explored, including shopping, transport, family life and childhood. They will also learn about the significance of Queen Elizabeth II's coronation in 1953 by studying photographs and online sources. The children will use maps to explore how places have changed over time and highlight any similarities or differences between childhood today and childhood in the 1950s. At the end of the project, they will create knowledge organisers for children who are about to study the topic of childhood.

## History

- Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago).
- Use a range of historical artefacts to find out about the past.
- Identify the stages that people go through as they grow older and recognise that their responsibilities, needs and lifestyles change over time.
- Order information on a timeline.
- Understand that a family tree is a diagram that shows the relationship between generations of people in a family.
- Know that a decade is 10 years.
- Learn that in the 1950s, there were shops for different products and few supermarkets. New houses had indoor bathrooms and appliances. People worked in mines, factories, shipyards and shops and many women were housewives. In their leisure time, people listened to the radio, visited dance halls and began to watch television.
- Know that the coronation of Queen Elizabeth II took place in 1953 at Westminster Abbey, London.
- **By the end of the project, these things will become our sticky knowledge (See knowledge organiser)**

## Phonics

In the Autumn Term we ensure that there are no gaps in each child's Reception Phonics coverage knowledge and recap on all previous graphemes taught. In particular we focus on- **ai, ee, igh, oa, oo/oo, ar, or, er, ow, oi, ear, air, er, ing, est and ed.**

We ensure children can use their knowledge in both decoding (reading) and encoding (spelling).

We then move onto teaching the Autumn Term Year 1 coverage, looking at alternative ways of spelling sounds:

- /ai/ **ay** play
- /ow/ **ou** cloud
- /oi/ **oy** toy
- /ee/ **ea** each
- /igh/ **ie** pie
- /oo/ **yoo/ue** blue rescue
- /you/ **u** unicorn
- /oa/ **o** go
- /igh/ **i** tiger
- /ee/ **e** he
- /ai/ **a-e** shake
- /igh/ **i-e** time
- /oa/ **o-e** home
- /oo/ **yoo/ u-e** rude cute
- /ee/ **e-e** these
- /oo/ **yoo/ ew** chew new

## Books we will be reading:



**Please continue to check our teams pages regularly, as we will be sending messages and setting weekly homework through these.**

In order to try to save the planet and reduce our paper usage, we as a school will be uploading more letters to our website, which is accessible to you all. [www.bushfieldinfants.co.uk](http://www.bushfieldinfants.co.uk)

### Maths

- Sort, count and represent objects.
- Place Value - Recognise numbers as words, Count on from any number, 1 more, Count backwards within 10, 1 less, Compare groups by matching, Fewer, more, same, Less than, greater than, equal to, Compare numbers, Order objects and numbers, The number line.
- Addition and subtraction within 10 - find parts and the whole, number sentences, fact families, number bonds, addition and subtraction,
- Shape - Recognise, name and sort 3D and 2D shapes.

### Supporting your child at home

Whilst we continue to hear your child read in school, it is essential that your child reads frequently at home. Please hear your child read at least 3 times a week and sign their reading record. Reading each book more than once helps to develop their fluency and comprehension of the texts.

When we individually hear your child read we also check the key words they have been practising reading and spelling at home. If they get all/most correct, then new words are issued. Books are changed on a Monday and when we hear them individually read if required. If your child moves onto Phase 6 books then they can change their own books whenever they have read them themselves.

Please remember you can support phonics at home via the free games available on [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)

We are currently learning Phase 5 sounds.

Please spend time counting from different numbers and writing their numbers in the correct direction, initially to 10 and progressing to 20, start to learn 2x, 5x, 10x tables, spend time looking at coins and their value and reading numbers, including in the environment around us.

Please remember you can support maths skills at home via the free games available on [www.topmarks.co.uk](http://www.topmarks.co.uk).

There is also a free app that works alongside the scheme of work we are using with short fun activities. Search in your app store (itunes, google or kindle) for 1 minute maths.

### Useful websites

- BBC Bitesize - How do humans change in their lifetime?
- V&A museum of childhood

### English

- Apply knowledge of Phase 3 when reading and spelling.
- Read and spell longer Phase 4 words.
- Separate words with spaces.
- Sit correctly at a table, holding a pencil comfortably and correctly.
- Write a sentence dictated by the teacher.
- Remember the sentences they are writing.
- Spell some Year 1 tricky words correctly.
- Read their writing clearly to their peers.
- Form all lowercase letters correctly.
- End sentences with a full stop.
- Begin to use adjectives.
- Read sentences in their books twice to build fluency.
- Use question marks.
- Start sentences with a capital letter.
- Begin to edit own work.
- Build stamina and write a string of sentences.

### Science - Everyday Materials & Human Sense

#### We will learn to

- Ask simple questions and recognise that they can be answered in different ways.
- Observe closely, using simple equipment to perform simple tests.
- Identify and classify.
- Use their observations and ideas to suggest answers to questions and gather and record data to help in answering questions.
- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.

## Geography - Our Wonderful World

- Name and locate the world's seven continents and five oceans.
- Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.
- Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
- Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
- Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.
- Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

## Art and Design - Mix It

This project teaches children about basic colour theory by studying the colour wheel and colour mixing. It includes an exploration of primary and secondary colours and how artists use colour in their artwork.

## Art and Design - Mix It

This project teaches children about the concept of the portrait and how the collage technique can be used to make a portrait.

## Design and Technology - Shade and Shelter

- This project teaches children about the purpose of shelters and their materials. They name and describe shelters and design and make shelter prototypes. Children then design and build a play den as a group and evaluate their completed

## PE

Miss Miller's class - Wednesday and Friday

Mrs Drayton's class - Thursday and Friday

**As the weather gets colder please ensure your child is in trainers and has a warm long leg bottoms and a jumper on. We will move lessons inside when necessary, but the children need to be warm on the playground during the day.**

Fundamentals

- I can change direction when moving at speed.
- I can recognise changes to my body when doing exercise.
- I can run at different speeds.
- I can select my own actions to a given task.
- I can hop and jump.
- I can work co-operatively with others.
- I can use balance and co-ordination when static and moving.

Yoga

- I can recognise how I feel both mentally and physically.
- I can remember and repeat actions, linking them together.
- I can say what I like about someone's flow.
- I have an awareness of space when travelling.
- I can work with others to create poses.

Dance

- I am beginning to use counts.
- I can copy, remember and repeat actions.
- I can move confidently and safely.
- I can use different body parts in isolation and combination.
- I can work with others to select actions.

Fitness

- I can recognise changes in my body when I do exercise.
- I can share my ideas with others.
- I can talk about what exercise does to my body and how it makes me feel.
- I try my best in the challenges I am set.
- I understand why it is important to warm up and cool down.

### **RE - Harvest**

- Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
- Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
- Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.
- Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
- Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry.

### **RE - Diwali**

- Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
- Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.
- Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
- Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
- Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry.
- Find out about questions of right and wrong and begin to express their ideas and opinions in response.

### **Personal, Social and Emotional Development - Being me in the world**

- Understand the rights and responsibilities of a member of a class and that their views are important.
- Understand that their choices have consequences.
- Understand their own rights and responsibilities with their classroom.
- Understanding that they are special.
- Understand that they are safe in their class.
- Identifying helpful behaviours to make the class a safe place.
- Identify what it's like to feel proud of an achievement.
- Recognise feelings associated with positive and negative consequences.
- Understand that they have choices.

#### **Celebrating difference**

- Know what being proud means and that people can be proud of different things.
- Know that people can be good at different things.
- Know what being unique means.
- Know that families can be different.
- Know that people have different homes and why they are important to them.
- Know different ways of making friends.
- Know different ways to stand up for myself.
- Know the names of some emotions such as happy, sad, frightened, angry.
- Know that they don't have to be 'the same as' to be a friend.
- Know why having friends is important.
- Know some qualities of a positive friendship.

### **Computing.**

In computing we will be completing drag and drop activities, using the Ipads to take photographs, completing some word processing and looking at algorithms.