

# Year One and Two: Autumn 1 – Toys



## Topic Overview:

This topic is a History based topic:

We will be playing our way through the times of toys! We will be exploring modern toys, those that our grandparents played with and the toys that Victorian children played with.



### Science:

#### Everyday Materials

##### Year 1:

To distinguish between an object and the material from which it is made

To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock

To describe the simple physical properties of a variety of everyday materials

To compare and group together a variety of everyday materials on the basis of their simple physical properties

##### Year 2:

To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

### Computing:

E-safety: using the internet safely

Digital literacy: staying safe on the internet - Jessie and Friends

Information technology – Using a computer/lpad - Type training on Dance Mat Typing

### History:

In History we will be looking at our favourite toys and comparing them to the toys that our grandparents played with. We will then look at the toys that Victorian children played with.

### Art and Design:

#### Textiles – finger puppets

To select materials

To join 2 pieces of fabric together to create a finger puppet

### PE:

Games - Locomotion (Year 1)

To be able to move in a variety of ways

Gym - Body Management (Year 2)

To balance using a range of body parts

To perform a sequence

### English:

#### Our focus texts are going to be:

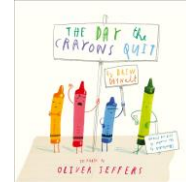
Dogger – Shirley Hughes

My Friend Harry – Kim Lewis

Old Bear stories – Jane Hissey

#### Our class read is:

The Day the Crayons Quit by Oliver Jeffers CR



#### Writing

The children will be:

-recapping basic sentence work

-writing a description of a character

Our grammar focus will be adjectives and conjunctions (and)

### Maths:

#### Year 1:

##### Place Value

Counting objects and recognising numbers as words

Count forwards and backwards

Find 1 more and 1 less

Compare groups

Less than, greater than and equal to

##### Addition and subtraction

Part -whole model

Write number sentences

Fact families

Number bonds to 10

#### Year 2:

##### Place Value

Count object to 100 and recognise tens and ones

Partition numbers to 100 and write numbers to 100 in words

Count 10s and 1s on a number line to 100

Estimate numbers on a number line

Compare objects and numbers

Count in 2s, 5s, 10s and 3s

##### Addition and subtraction

Fact families within 20

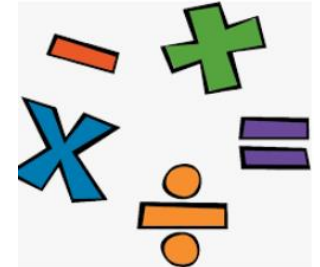
Number bonds to 100

Add and subtract 1s

Add by making 10

Add three 1-digit numbers

Add to the next 10 and across 10



### Personal Development:

#### Jigsaw – Being Me in My World

To talk about how to feel special and safe in our classroom and to know how to make our class a safe place for everybody to learn.

To recognise how it feels to be proud of an achievement and to recognise the range of feelings when I face certain consequences.

To understand my choices in following the learning charter.

### RE:

We will be exploring if it is possible to be kind to everyone all of the time.

We will learn to retell Bible stories that show kindness and will explore how this makes Christians behave towards other people.



### Visits and Visitors:

No visits are planned for this half term.

### How you can help?

As always, your continued support with your child's learning is greatly appreciated. Please hear your child read regularly and sign their reading record. Support children in learning weekly spellings and times tables. Don't forget to log on to Bug Club for extra reading and grammar activities.

### Homework:

As this topic lends itself to lots of home related activities, there are lots of activities that will support your child's understanding. These activities allow for paired working, supported learning and for children to work independently. The list of activities are only a guide, so if you can think of any more activities, then please feel free to explore.