

# Year 1 Topic Web – Term 1

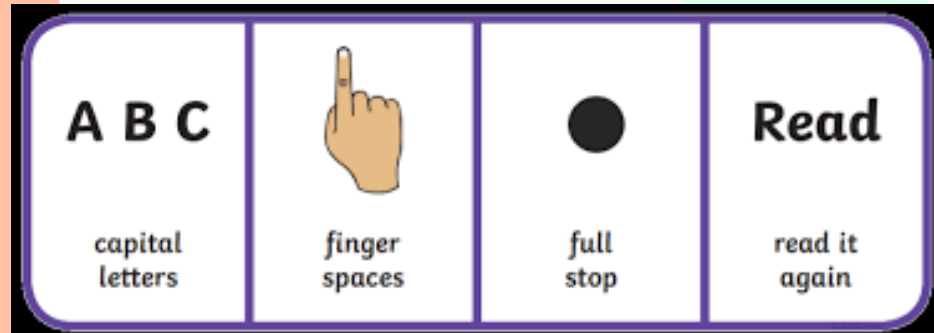
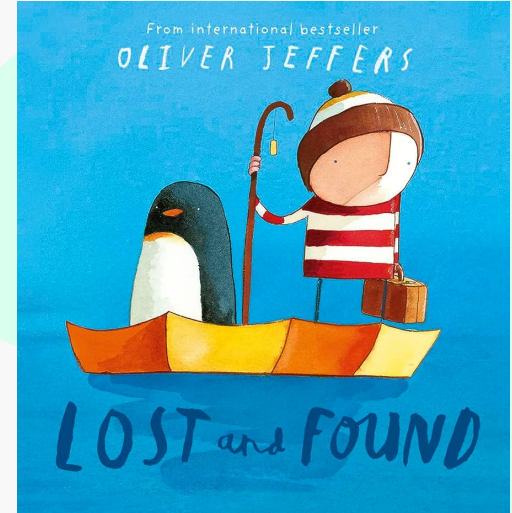
## English

Our core text this term will be 'Lost and Found' by Oliver Jeffers. We will be writing an adventure story based on this book.

## SPaG (Spelling, Punctuation and Grammar)

Capital letters and full stops

Use capital letters for names of people and the pronoun 'I'.





We will need some maths words.  
Do you know some of these?

Sort	Groups	Digits	Count back
One more	One less	Matched	
Fewer	Greater than	Equal to	
Most	Least	Fewest	
Greatest	Number line		

Greater Than

$$8 > 5$$

Less Than

$$5 < 8$$

Equal To

$$7 = 7$$

# Maths

We will be focusing on  
numbers to 10.

1	nine
2	one
3	seven
4	two
5	four
6	ten
7	six
8	eight
9	three
10	five

# Maths

We will also be representing a part–whole models within 10 and adding and subtracting within 10.



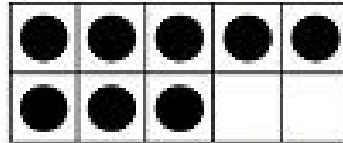
Here are some maths words.  
Have you used any of these before?

Groups

Part-whole model

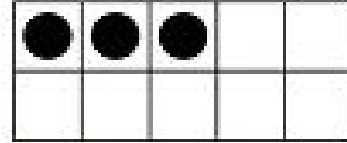
Number sentence

I have 8.



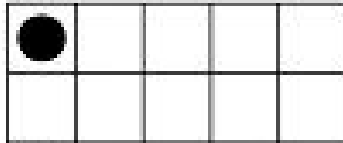
How many more  
to 10?

I have 3.



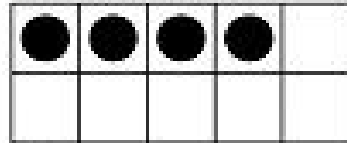
How many more  
to 10?

I have 1.



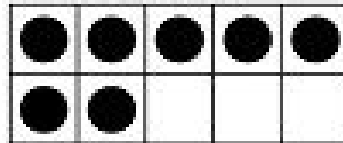
How many more  
to 10?

I have 4.



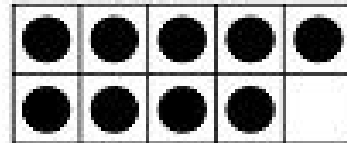
How many more  
to 10?

I have 7.



How many more  
to 10?

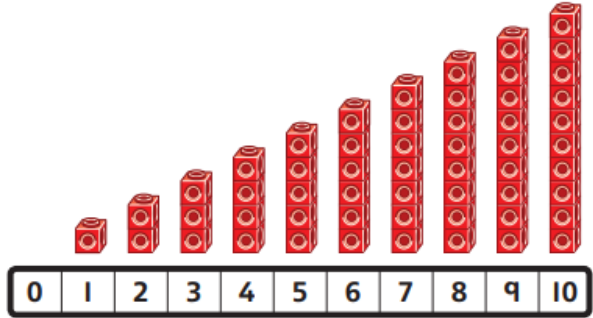
I have 9.



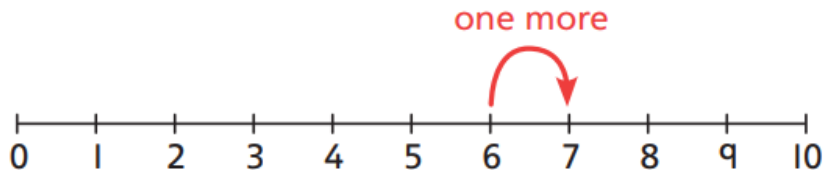
How many more  
to 10?

# Here are some representations which will support your child's mathematical understanding:

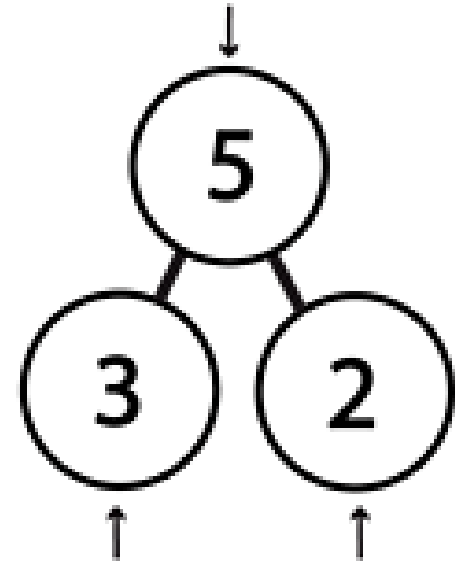
**Number track:** This model will help children organise their representations of numbers from 1 upwards. It can help children with comparing and ordering numbers.



**Number line:** This model helps children visualise the order of numbers. It can help them demonstrate concepts such as 'one more' and 'one less' in a more efficient way than using concrete resources.



the whole



a part

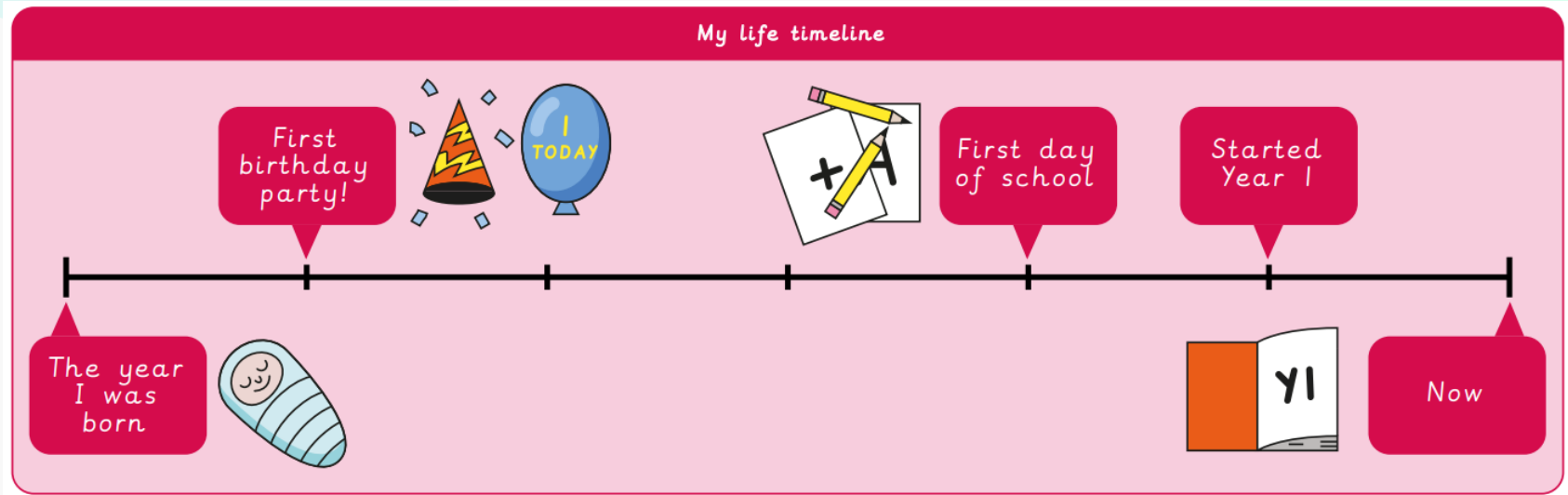
a part



## Humanities

We will be learning about how we are making history. This will involve learning the skills to order three photographs correctly on a timeline, know the terms 'before' and 'after' and talk about three memories and place one of them on a timeline.

We will then explain why memories are special and name four events that we celebrate throughout the year, think of ways we celebrate our birthday and know a similarity and a difference between childhood now and in the past.



memory



living memory



childhood



past

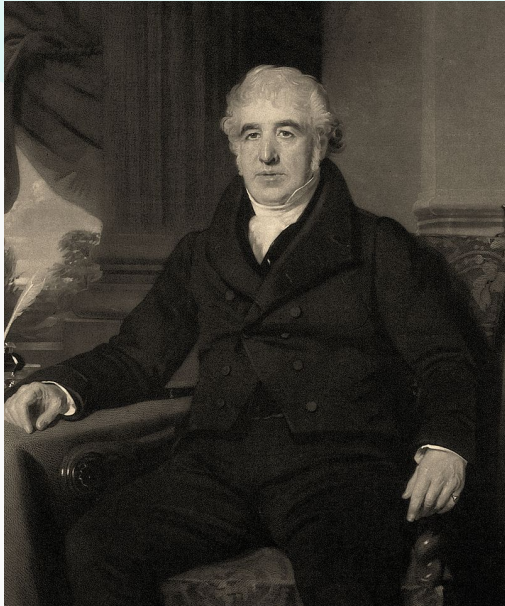


present



## Science

We will be learning about Everyday Materials. We will identify a variety of common materials, distinguish between an object and the material from which it is made, describe materials according to their properties and describe why some materials suit certain objects better than others.



**Who was**  
**Charles**  
**Macintosh?**



plastic



wood



rubber



fabric



metal



brick



rock



glass



paper



material



hard



soft



smooth



rough



squidgy



waterproof



strong



weak



bumpy



stretchy



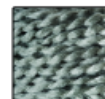
see through



breakable



cotton



wool



fleece

## DT

We will describe fruits and vegetables and explain why they are a fruit or a vegetable.

We will also name a range of places that fruits and vegetables grow, describe basic characteristics of fruit and vegetables and prepare fruits and vegetables to make a smoothies.

Blender	A machine that mixes ingredients together into a smooth liquid.
Carton	A container made out of card which holds liquid products such as milk and orange juice.
Fruit	The part of a plant that contains seeds.
Healthy	When everything in your body and head feels good.
Ingredients	Items that make up a mixture, for example, foods that make a recipe.
Peel	The tough skin around certain fruits and vegetables, such as oranges.
Peeler	A tool which helps you to remove the tough skin off fruits and vegetables.
Recipe	A set of instructions for making or preparing a food item or dish.
Slice (verb)	To cut pieces off something with a knife.
Smoothie	A combination of fruits and vegetables blended together to make a smooth drink.
Stencil	A shape which you can draw around.
Template	A stencil which you use to help you draw a shape more easily on to different materials.
Vegetable	Parts of plants that can be eaten by people as food. The parts may be the leaves, roots or stem. Vegetables do not contain any seeds



Fruits



Apples



Oranges



Strawberries



Bananas

Vegetables



Potatoes



Broccoli



Onions



Carrots



# PE

We will develop our understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health. We'll also work independently, in pairs and small groups to complete challenges and need to persevere to achieve our personal best.

## Ladder Knowledge



### Agility:

Bending your knees will help you to change direction.

### Balance:

Looking ahead will help you to balance.

### Co-ordination:

Using the opposite arm to leg at the same time helps you to perform skills such as running and throwing.

### Speed:

Swinging your arms will help you to run faster.

### Strength:

Exercise helps you to become stronger.

### Stamina:

Moving for a long time can make you feel hot and breathe faster.



# PE Activities to do at home

## What's the Time Mr Wolf?



Get Set 4  
Education

**What you need:** 2 or more people

### How to play:



- One person begins as 'Mr Wolf' and starts facing away from everyone else approx. 8m away.
  - Everyone asks 'What's the time Mr Wolf?' Mr Wolf calls out a time.
  - Whatever time is called is the number of steps you are allowed to take towards Mr Wolf.
  - If Mr Wolf calls 'dinner time!', everyone must run away from Mr Wolf.
  - Whoever is caught returns to the start line.
- The winner is the player who touches Mr Wolf.



### Key Vocabulary



active

exercise

mood

bones

fast

muscles

brain

healthy

quick

breathing

heart

safe

calm

memory

strong



## Religion and worldviews

We will be learning to say whether or not there is proof that a statement is true and explain why we believe something to be true. We will also be learning to explain how we feel about something we have created and talk about what is meant by creation. After this, we will retell the key parts of the Christian and Jewish creation story and talk about what the Hindu creation story might tell some people about God.



believe



Christian



creation



creator



God



Hindu

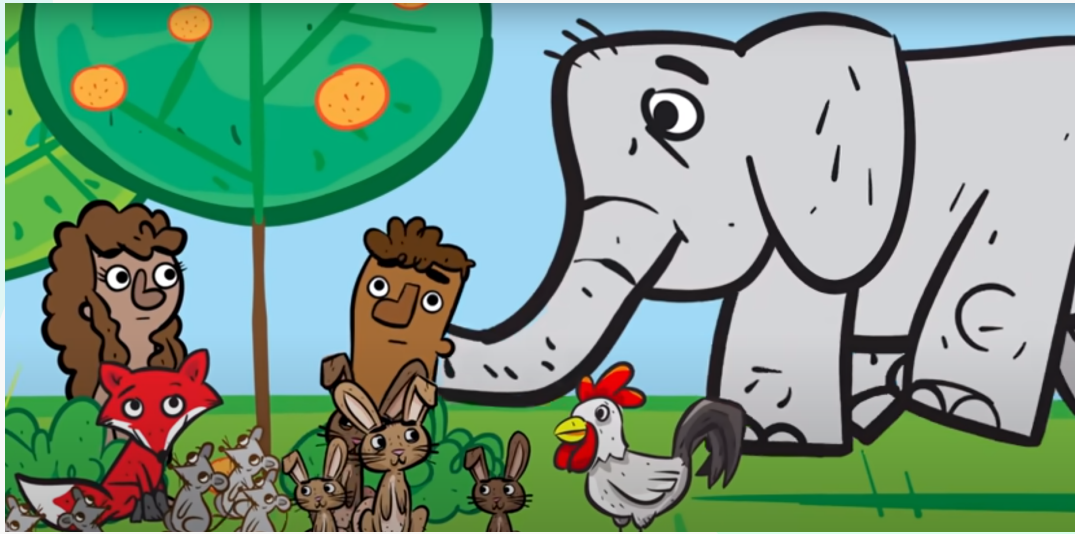


Jewish



love

# Genesis 1-2



No one knows how the world began.



Some people believe the world was created by a god.



Creation stories help people to understand how the world began and what their god is like.

There are many different creation stories.

We can find out about people's beliefs from stories that are special to them.

## I will learn about...

- How to use my Jigsaw Journal
- The rights and responsibilities as a member of my class
- How my views are valued and to contribute our school Learning Charter
- The choices that I make and their consequences
- My rights and responsibilities within our Learning Charter



## PSHE

Our first puzzle is called 'Being Me in My World', where we will learn: to feel special and safe, about our class, our rights and responsibilities, rewards and feeling proud, consequences and owning our learning charter.

What makes me feel special and safe?

## I will explore...



How I feel special and safe in my class

- Ways that I belong to my class
- How to make my class a safe place for everybody to learn
- How it feels to be proud of an achievement
- The range of feelings when I face certain consequences

My choices in following the Learning Charter

Can you name something that you are proud of?



I wonder, can you think of a way to help someone today?

## Art

This term, we will be exploring mark making and line by working and experimenting with different materials through observational and collaborative pieces.

Geometric	Mathematical shapes with straight lines, angles and point
Horizontal	Flat or level with the ground and not at an angle to it
Irregular	When shapes or lines are not formed of the same sizes
Line	A mark on a surface can be different lengths, widths and create shapes
Mark-making	The creation of different lines, patterns and shapes
Observation	To look at something carefully
Regular	A consistent size or pattern
Texture	A surface quality that is not flat
Vertical	Pointing straight up at a 90 degree angle from a horizontal base



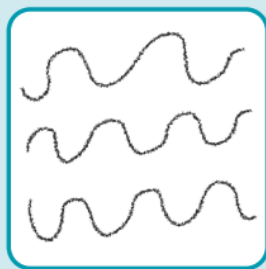
Horizontal



Vertical



Diagonal



Wavy

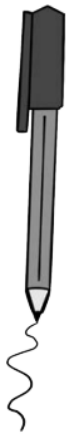


Cross-hatched



Broken

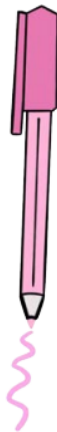
Biro



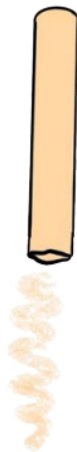
Pencil



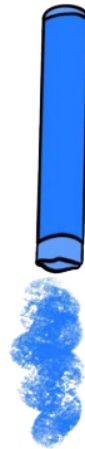
Felt pen



Soft pastel



Oil pastel



Crayon



Charcoal





**Zaria Forman**



**Renata  
Bernal**



**Bridget  
Riley**



**Ilya  
Bolotowsky**



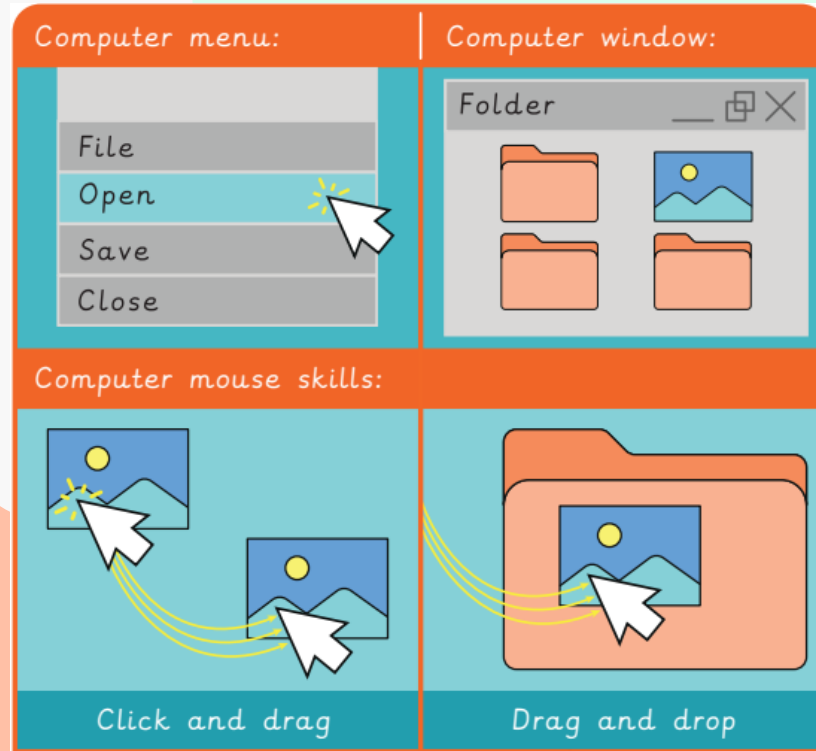
**Wassily Kandinsky.**





# Computer Science

Our focus this term is to improve our mouse skills and use computers more purposefully.



We will also learn how to log in and navigate around a computer, drag, drop, click and control a cursor using a mouse and use software tools to create art on the computer.

Account	Somewhere our information can be stored and seen safely using a username and password.
Clipart	A collection of images that can be used on the computer.
Computer	Electronic machine that accepts and processes information to produce an output, and then stores the results.
Log on	To put in a username and password unique to you, to access your personal account.
Log off	To lock your account.
Mouse	A handheld device that is used to move things around on the computer screen.
Password	A secret word made up of letters, numbers and symbols.
Resize	To change the height and width of an object.
Screen (monitor)	A device that shows what is happening on the computer, such as videos, pictures and words.
Software	A series of instructions written for a computer to follow. Also known as apps.
Tool	An object that helps us with a particular task. For example, a ruler helps us measure.
Username	A unique name or email address for your account.

## Music

Our focus will be musical vocabulary and our theme is 'Under the sea'. We will make movements that are appropriate to the pulse and tempo of a piece of music, choose instruments with appropriate timbre to represent sparkling fishes, respond to dynamic changes in a piece of music and create pitches and rhythms. We will also perform a layer of the music within an overall piece and define all the musical terms from this unit.

### Pulse

The heartbeat of the music. Sometimes called the beat.

### Dynamics

The volume of the music (loud or quiet).



Loud



Quiet

### Tempo

The speed of the music (fast or slow).



Fast



Slow

### Timbre

The quality of sound e.g. smooth, scratchy, twinkly.



### Pitch

How high or low a sound is.



High



Low

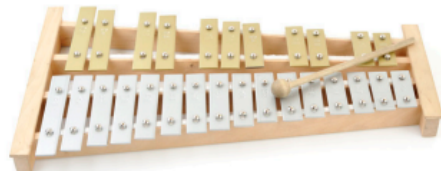
## Rhythm

A pattern of long and short notes.



Celeste

Glockenspiel



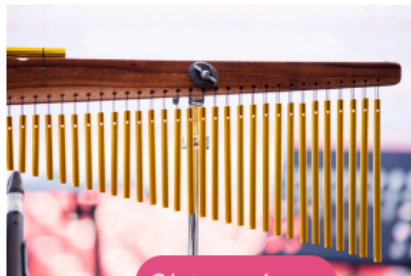
Bells



Triangle



Chime bars



# Homework

In Year 1, we provide homework tasks each week. These will be handed out on Fridays and will need to be handed in by the following Thursday, to be acknowledged. Please contact your child's class teacher if you require support/advice regarding homework. Children will need to practise 3 common exception word spellings weekly, as they are required to spell these correctly and independently by the end of Year 1.

Here are some useful White Rose Hub Parent Workbooks based on concepts we will be covering this term:

[Place Value within 10](#)

[Addition and Subtraction within 10](#)

Week 2 Spellings:      the          a          do

Week 3 Spellings:      to                  today          of

Week 4 Spellings:      said                  says          are

Week 5 Spellings:      were                  was          is

Week 6 Spellings:      his                  has          I

Week 7 Spellings:      you          your          they

## **Things to remember:**

Please could all property be labelled to support us and the children in identifying clothing and shoes.

PE kits should be brought into school at the beginning of each term.

Please continue to listen to your child read at least x3 a week and question them about the story to aid their comprehension.