

# Year 1 Topic Web - Term 6

## English

Our core text this term is 'Goldilocks and just the one bear' by Leigh Hodgkinson. Our outcome for the term will be to write a new version of the story with a new character or new setting .

## SPaG (Spelling, Punctuation and Grammar)

- Join words and clauses using and
  - Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
  - Add suffixes where no change is needed to the root of the word e.g. ed, -ing, -er, -est
- Change the meaning of verbs and adjectives by adding the prefix un-



# Maths


We will start the term learning about 'Numbers to 100'. The children will develop their understanding of, and ability to manipulate, numbers to 100. They will investigate patterns in 2-digit numbers, specifically 1 more and 1 less, and 10 more and 10 less, before moving on to partition numbers and identify the place value of digits within a number. Children will then use their knowledge and understanding of place value to first compare two 2-digit numbers, and then three or more numbers up to 100. Finally, children will explore number bonds to 100. Children will link number bonds to 100 with number bonds to 10, and this will develop a strong conceptual understanding of number bonds to 100.

## Vocabulary and Methods



- 100 square, number square
- place value grid
- pattern, same, different
- less than, fewer, smaller, less, (<)
- greater than, larger, bigger, more, (>)
- equal to, (=)
- greatest, biggest
- fewest, smallest
- tens, ones, place value, partition
- how many?, count
- number bonds


We will use this 100 square.  
Can you find number 30?

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



We will need this too.  
What number is shown here?

Tens	Ones
	





## Maths

We will then learn about 'Time':

The children will develop their ability to tell the time by reading an analogue clock or watch, estimating and comparing durations, and carrying out simple calculations involving time.

Year 1 will also develop their understanding of units of measurement of time (hours, minutes and seconds). They will use the following vocabulary to develop their understanding of durations of time and the ordering of events in time: 'before', 'after', 'yesterday', 'today', 'tomorrow', 'day', 'week', 'date', 'month', 'year', 'calendar', 'faster or slower', 'longer or shorter' and 'earlier or later'.

Finally, the children will use number lines to calculate simple addition and subtraction word problems involving time.

## Vocabulary and Methods

- before, after
- faster, slower, shorter, longer, earlier, later
- yesterday, today, tomorrow
- day, week, month, year
- Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday
- calendar, date
- minute hand, hour hand, second hand
- o'clock, half past
- second, minute, hour

# Maths

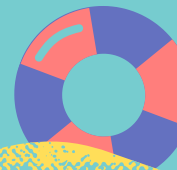
We will then learn about 'Money': recognising coins and notes and solving money word problems.

## Vocabulary and Methods

- pound, penny, pennies, pence
- coins, notes, banknotes
- £, p
- greater than, less than, equal, total, altogether
- $<$ ,  $>$ , and  $=$ , greater than, less than
- value, worth



Do you remember these signs?  $>$   $<$  Complete this sentence using  $>$  or  $<$  .



# Science

We will be taking part in the Crest Awards and focusing on two Scientists.



# STAR



# Confusing Cans

## Organiser's Card



### About the activity

This activity is designed to get children thinking about weights, ramps and investigation.

Gem and Cosmic want baked beans for lunch but Uncle Astro's cans don't have any labels! Gem thinks that they can roll the cans to find out what is inside them.

Through this activity you will support children to:

- Think about how to find out what is inside a can without opening it
- Conduct an experiment to find out what is inside various cans
- Record and present their results.





# STAR



# Scrap Yard Scraps

## Organiser's Card



## About the activity

This activity is designed to help children think about which materials are good insulators.

Cosmic and Gem have gone to the scrap yard with Aunt Stella. They see a mouse scurrying away with a big piece of sponge in its mouth. It has lots of other scraps of materials hidden away. It might be making a nest. They wonder if the scraps will keep the mouse warm.

Through this activity you will support your group to:

- Think about which materials might be best for keeping a mouse warm
- Test different materials and observe how well they keep their 'mouse' warm
- Record their results and share them with the group





## SUPERSTAR

# Useless Umbrella

## Organiser's Card



### About the activity

This activity is designed to get children thinking about materials and their water resistance.

Aunt Stella is going to a party at Buckingham Palace. She is going to take a beautiful, big, rainbow umbrella with her in case it rains. Gem has rushed into the garden with the umbrella to try it out. It's raining. Oh no! The umbrella is leaking. Gem is getting very wet. How can they fix the umbrella for Aunt Stella?

Through this activity you will support your group to:

- Design an experiment to test how waterproof different materials are
- Carry out their experiment and observe what happens
- Decide on the best material for an umbrella and share their ideas.



# Science

## Ole Kirk Christiansen

### **Inventor of Lego**



We are going to name and identify the material that Lego is made from.  
We are going to observe and describe the properties of the material that Lego is made from.

We are going to think of reasons why Lego is made out of plastic.  
We are going to explain our ideas by talking about the properties of materials.

## Linda Brown Buck

### **Biologist**

We are going to give three facts about Linda Brown Buck.  
We are going to describe which part of the body we use to smell things.

We are going to describe different smells.  
We are going to match smells with the things that make them.





# Scientific Vocabulary

- Materials
- Waterproof
  - Liquids
- Temperature
  - Insulation
- Measuring
  - Testing
  - Distance
- Acceleration
  - Weight
  - Density
- Volume
  - Plants
  - Seeds
- Sampling
- Nature



# Geography - What is the weather like in the UK?

We are learning how to; name and locate the four countries on a map of the UK. Identify the country they live in. Identify the four seasons. Describe some seasonal changes. Identify the four compass directions. Use the compass directions to describe the location of features. Observe and describe daily weather patterns. Begin to locate the four capital cities of the UK. Explain what the weather is like during each season in the UK. Suggest appropriate clothing and activities for each season.

## *Key vocabulary*

atlas	capital city
climate	compass
continent	country
direction	land
locate	location
map	rain gauge
season	temperature
thermometer	weather
	weather vane



# Geography

Weather symbols



sunny



sunny and  
cloudy



rain



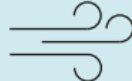
snow



thunder and  
lightning

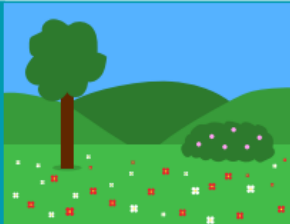


cloudy



windy

spring



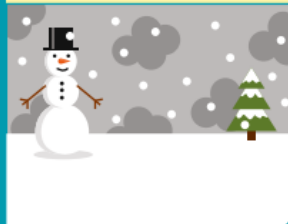
summer



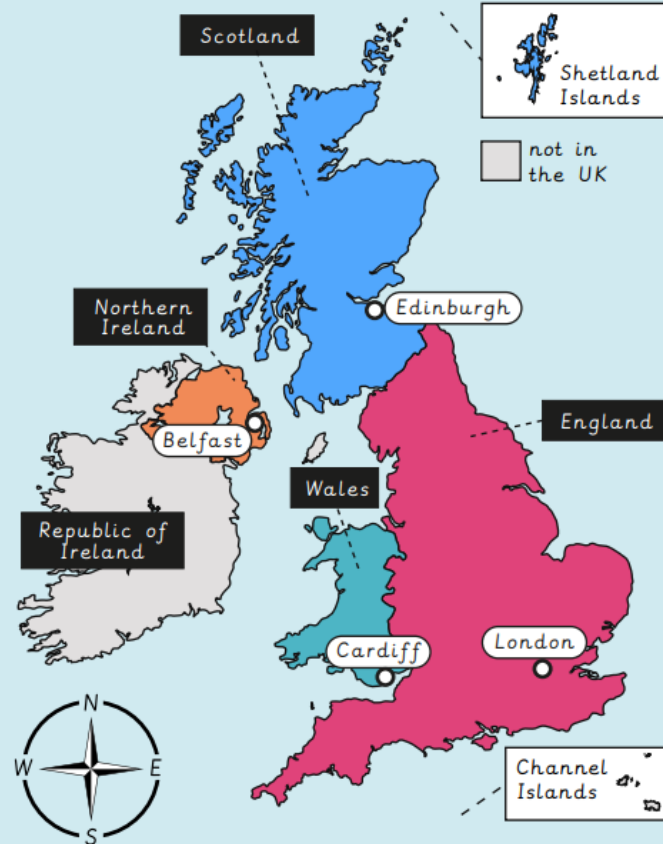
autumn



winter



Map of the UK



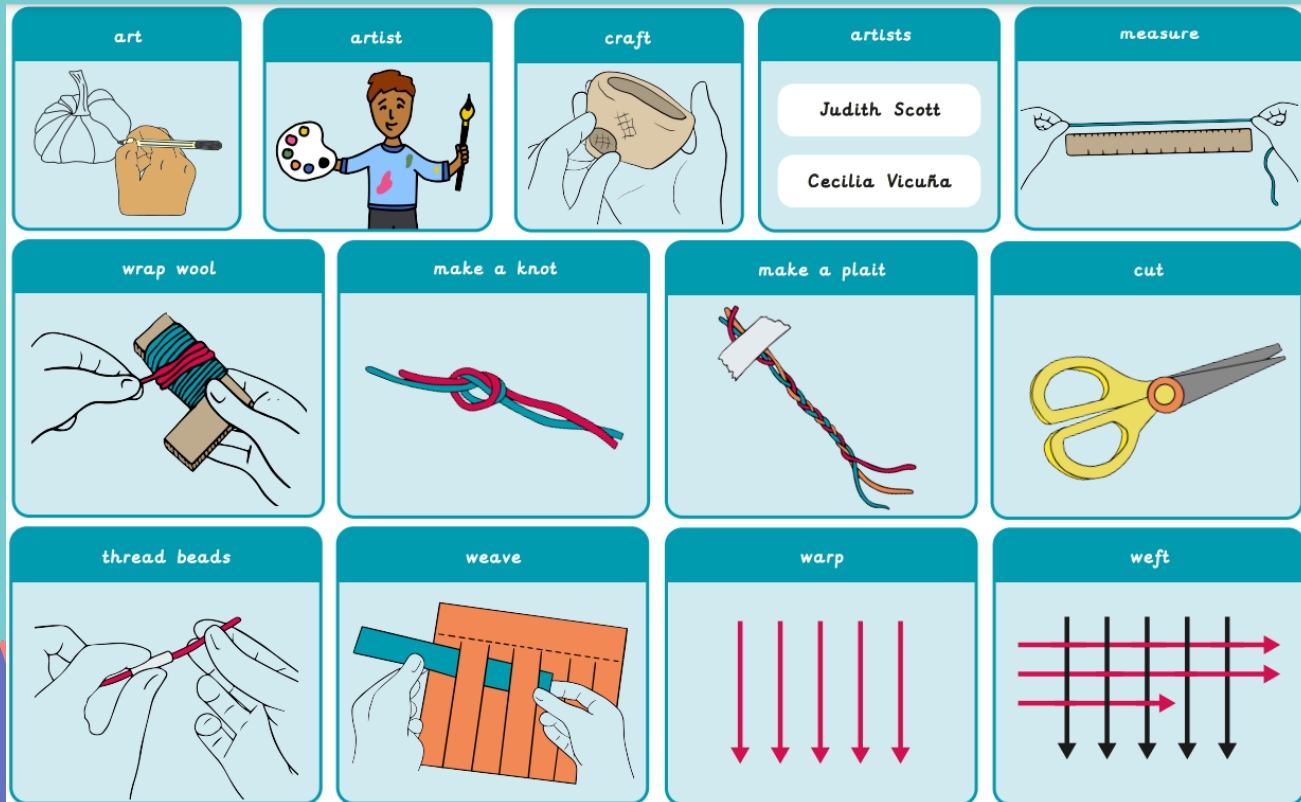
# Art

We will be learning about 'Woven Wonders' in Art this term. The skills we will learn are to:

- Independently choose and measure lengths of wool and join wool sections together.
- Adjust our wrapping technique if something doesn't work well.
- Show that we are selecting colours thoughtfully.
- Show that we are choosing materials based on colour, thickness and flexibility.
- Join in with looking for key features of Cecilia Vicuña's work (knots, plaits, weaving etc).
- Weave with paper, achieving a mostly accurate pattern of alternating strips.
- Describe our own weaving and compare it to Vicuna's artwork.
- Attach things securely to a box loom.



# Art



## Cecilia Vicuña



DT

We will be exploring different food groups and seasonal edible plants to design a 'perfect pizza'. Both of our food projects will require us to understand oven safety and using our Maths skills of time to calculate how long to bake for.

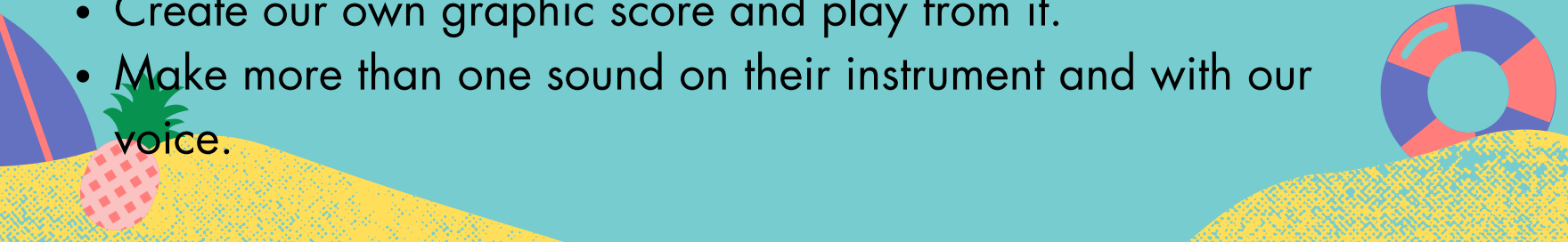




## Music: Vocal and body sounds (Theme: By the sea)

We are learning how to create movements that match the music and:

- Identify descriptive sounds within the music.
- Recreate and then adapt descriptive sounds heard using our voice or body.
- Make appropriate instrument choices to represent a descriptive sound.
- Control instruments and voices to make both quiet and loud sounds.
- Follow simple instructions during a group performance.
- Create our own graphic score and play from it.
- Make more than one sound on their instrument and with our voice.



# Music

## Key vocabulary

body percussion  
graphic score  
pitch  
sounds

dynamics  
instruments  
seaside  
tempo  
timbre

### Musical style: Classical (20th Century)

Listening to music related to the sea.



### Vocabulary

Pitch

How high or low a sound is.

Timbre

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

Vocal sounds

Sounds made with your vocal chords, such as talking, singing, humming and shushing.

### Instruments

Percussion instruments

Instruments which are played by shaking, tapping or scraping with your hand or a beater.

Musicians often use instruments, vocal sounds and body percussion to represent something else.



Dynamics

The volume of the music (loud or quiet).



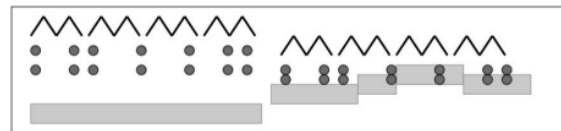
Tempo

The speed of the music (fast or slow).



Graphic score

Pictures, symbols, lines or shapes to represent sound.



Untuned percussion

Percussion instruments you **cannot** play a tune on.



Tuned percussion

Percussion instruments you can play tunes on.

Glockenspiel



Chime bars



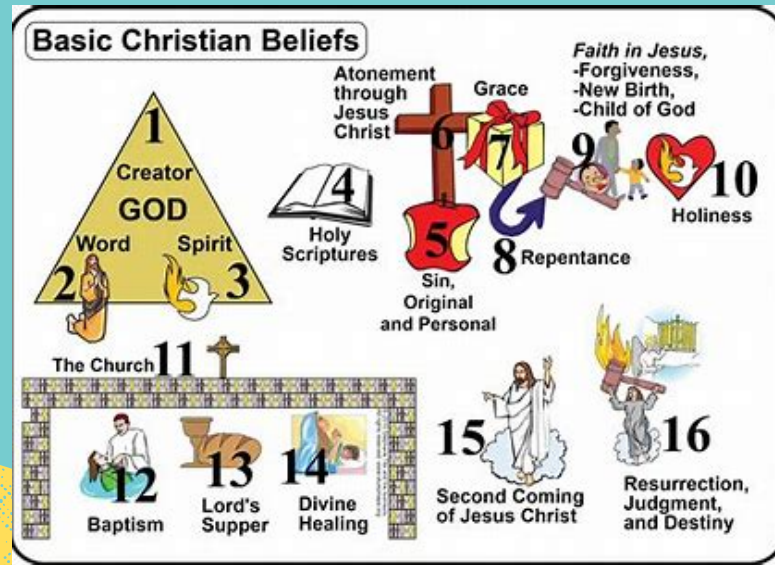
Xylophone



# RE

We will be continuing our learning about Judaism, as well as recapping our knowledge and understanding of Christianity from Terms 1-4.

We will understand beliefs and teachings, practices and lifestyles and values of both faiths, before reflecting on their similarities and differences.



## PE - Athletics

In this unit, we will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing.

In all athletic based activities, we will engage in performing skills and measuring performance, competing to improve on our own score and against others. We will have opportunities to work collaboratively as well as independently.

### *Key Vocabulary:*

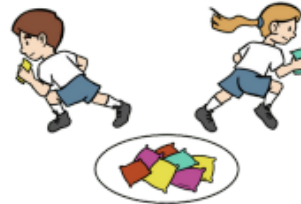
***fast • slow • jump • aim***  
***direction • far • bend • improve***  
***hop • safely • travel • balance***

### *Key Skills: Physical*

- Running at different speeds
- Agility and co-ordination
- Jumping for distance
- Throwing for distance
- Throwing for accuracy
- Balance

### *Key Skills: S.E.T*

- Social: Working safely
- Social: Collaborating with others
- Emotional: Working independently
- Emotional: Determination
- Thinking: Observing and providing feedback
- Thinking: Exploring ideas



# PSHE - Changing Me



CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 5-6</b>	<ul style="list-style-type: none"> <li>• Know that animals including humans have a life cycle</li> <li>• Know that changes happen when we grow up</li> <li>• Know that people grow up at different rates and that is normal</li> <li>• Know the names of male and female private body parts</li> <li>• Know that there are correct names for private body parts and nicknames, and when to use them</li> <li>• Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these</li> <li>• Know who to ask for help if they are worried or frightened</li> <li>• Know that learning brings about change</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and accepts that change is a natural part of getting older</li> <li>• Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)</li> <li>• Can express why they enjoy learning</li> <li>• Can suggest ways to manage change e.g. moving to a new class</li> </ul>	<ul style="list-style-type: none"> <li>• What is a life cycle?</li> <li>• How will you change as you grow up?</li> <li>• Who is the tallest / smallest in your class?</li> <li>• Which parts of your body are private?</li> <li>• Who is allowed to see your private body parts?</li> <li>• What should you do if you don't like the way someone is touching you?</li> <li>• Who can you talk to if you ever feel worried or frightened? (at school / at home)</li> <li>• What is the best part about being your age?</li> </ul>
<p>Children are introduced to life cycles e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult e.g. getting taller, learning to walk etc. They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.</p>			
<p><b>Key Vocabulary</b></p> <p>Changes, Life cycles, Baby, Adult, Adulthood, Grown-up, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping.</p>			



# Computer Science - Programming animations

We will be introduced to on-screen programming through ScratchJr. We will: explore the way a project looks by investigating sprites and backgrounds, use programming blocks to use, modify, and create programs and be introduced to the early stages of program design through the introduction of algorithms.





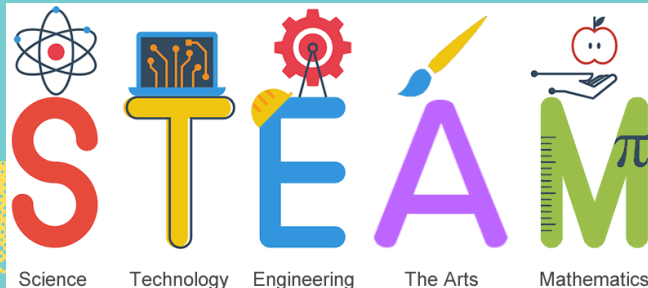
# Parent Support and Information

Things to remember:

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

Please continue to listen to your child read **at least x3 a week.**

Growing Minds sessions are on Fridays.



There are **3 common exception word spellings** weekly; the children are required to spell these correctly and independently by the end of Year 1. Children will be quizzed on these spellings each week.

In addition to these spellings, the children are encouraged to explore a STEAM challenge each week and show this in class.

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

**Place Value to 100**

**Money**

**Time**

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
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81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Colour multiples of 1

Colour multiples of 2

Colour multiples of 3

Colour multiples of 4

Colour multiples of 5

Colour multiples of 6

Colour multiples of 7

Colour multiples of 8

Colour multiples of 9

Colour multiples of 10

w/c 12.06.23 - Maths Project

Design your own 100 square,  
but represent your **multiples of 2, 5 and 10** in different colours  
to demonstrate your times table  
patterns.

Spellings: **says, push, full**

w/c 19.06.23 - Computer Science Project

Use the free ScratchJr. programme to design  
your own sprite character and create a  
simple algorithm.

Spellings: **once, one, ask**





w/c 26.06.23 - Technology Project  
Design your own wind sock to measure the direction and strength of the wind. Record a weather diary to identify the windiest day of the week!

Spellings: **school, friend, so**

w/c 03.07.23 - Art Project  
Can you represent a woven pattern using primary and secondary colours?

Spellings: **by, my, here**





## w/c 10.07.23 - Science Project

Write a fact-file about either Florence Nightingale or Maria Sibylla. Explain why they are significant.

Spellings: **some, was, they**

## w/c 17.07.23- Maths Project

Create your own shop with items costing between 5p and £5. Open your shop up for friends and family to purchase items from. Remember they can use coins or notes to pay for items...don't forget their change!

Spellings: **me, she, be**

