

Superheroes

The Mental Health and Wellbeing of all of our children is of paramount importance this half term, particularly after the children's interrupted start to school life due to Covid-19.

Our priority is to make sure that all children happily settle back into school life and are ready to learn, before we introduce the more-formal curriculum for Year 1. The Superheroes topic specifically encourages the children to develop a positive mindset; that "can-do" attitude that all heroes (themselves included) have.

Areas of Learning



As Artists - the children will create pictures of different superheroes using variety of materials and media.

As Design Technologists - the children will design their own superhero base, exploring the materials they will use. They will evaluate their designs.

As Scientists - the children will investigate the body, our similarities and differences and how our senses help us navigate the world. They will look at the seasonal changes in Autumn.

As Historians - the children will research the life of Florence Nightingale, and how her work influences our lives today.

As Writers - the children will label their designs. Children will also write captions about how the emergency services help us. Children will create a comic strip story about their own superhero.

As Communicators - the children will read and write using a variety of genres and purposes including stories, action poems, postcards, character profiles and comic strips. Texts used include; *Superhero ABC*, *Super Daisy*, *Charlie's superhero underpants*,

Max, *'If I was a superhero...'* poem. They will present non-fiction research on Florence Nightingale and the NHS.

As Citizens - the children will explore good and bad characters and their qualities. Children will investigate *People Who Help Us* and consider selflessness and how they can help others.

To support the children with their transition from EYFS to Year 1, we will be doing short-focussed tasks with small groups whilst the others access Continuous Provision activities on a rotational basis. These are our COOL areas (Choosing Our Own Learning). It will be a similar environment to that which they experienced in EYFS before we begin to move towards more formal learning.

Computing – teaching and learning of this subject will be incorporated in our focussed tasks. We also have a dedicated time slot for whole class learning.

Music – we are looking at pulse (beat) this half term. We have a dedicated lesson for this but music will be a big part of our learning throughout the year.

Using Mathematics

The importance of early number and early understanding of mathematics cannot be underestimated. With the learning of reception children being disrupted, we've decided to put a bit more time early in Year 1 on numbers to 10, particularly around place value and the introduction to the concept of parts and wholes.

Sort objects

Count objects

Represent objects

Count, read and write forwards from any number 0 to 10

Count, read and write backwards from any number 0 to 10

Count one more

Count one less

One-to-one correspondence to start to compare groups

Compare groups using language such as equal, more/greater, less/fewer

Introduce $<$, $>$ and $=$ symbols

Compare numbers

Order groups of objects

Order numbers

Ordinal numbers (1st, 2nd, 3rd ...)

The number line

Part-whole model

Addition symbol

Fact families - addition facts

Find number bonds for numbers within 10

Systematic methods for number bonds within 10

Number bonds to 10

Compare number bonds

Addition - adding together

Addition - adding more

Finding a part

Subtraction - taking away, how many left? Crossing out

Subtraction - taking away, how many left? Introducing the subtraction symbol

Subtraction - finding a part, breaking apart

Fact families - the 8 facts

Subtraction - counting back

<p>Art and Design</p> <p>Respond to ideas. Explore materials and methods. Create my own work. Try out my own ideas. Say what I think and feel about the work of others. Say what I think and feel about what I have done in my own work. Present my work for lots of different reasons.</p>	<p>Geography and History</p> <p>Use evidence to answer questions about things that happened in the past. Use artefacts, pictures, stories, the Internet and databases to investigate the past. Recognise the difference between the past and the present. Retell stories about the past. Describe the actions of people in the past. Know four countries of the United Kingdom and where are they located. Draw my own map of a secret base.</p>	<p>R.E. Year 1 Class Value is “Friendship”</p> <p>Harvest- The aim of this unit is to: raise awareness that we harvest food all around the world and that we usually have plenty but others do not. To discuss what our response as Christians should be to the need of others. Christian Values Responsibility, Justice, Compassion, Generosity</p>
<p>PSHE</p> <p>We will be using Jigsaw for our PSHE lessons and our puzzle for this half term is <i>Good to Me</i>.</p>		
<p>General Information:</p> <p>PE – is on Tuesday with Mrs Seeley and on Thursday with WLSP. Homework - will be practical Maths and/or Reading activities, given out on Friday for return the following Friday. Reading books – can be changed daily. Word boxes – please check reading and writing of these words. We will test in class and send out new words when the children are secure in their learning. Toast – is given out at morning break (10:25). Fruit and milk - is distributed daily mid-afternoon.</p> <p>Communication - via classdojo for submitting portfolio posts about children’s work and achievements. You can message Mrs Seeley on classdojo or at lauraseeley@holytrinity-tarleton.lancs.sch.uk for general help and advice about your child’s progress. Please contact the school office or bursar@holytrinity-tarleton.lancs.sch.uk to report absences.</p>		