



Year 1 Autumn 2

Superheroes

Why do people wear a poppy?



### English

**Genre: Poetry – Using the Senses and Stories with a Fantasy setting**

**Key Text:** Superkid

**We will be learning to:**

- Read and respond in various ways to a range of poems and other simple, patterned texts that capture sensory experience in words.
- Practise and read the texts in unison, following rhythm and keeping time.
- Identify and discuss words in the poems that describe what we can see, hear feel (touch) small and taste.
- Capture language ideas and apply these in the writing phase.
- Write a patterned poem based on one read
- Plan, draft, edit and review the poem.
- Read, compare and contrast a range of fantasy world settings from different text sources.
- Predict possible events in further reading based on prior experience of stories with fantasy settings.
- Create fantasy settings using knowledge from shared reading.
- Capture language ideas
- Write stories with a fantasy setting applying all the learning from the block.

**You can help your child by:**

Read with your child frequently and complete given homework as this supports the work we are doing in school. Make use of Active Learn to support reading at home. <https://www.activelearnprimary.co.uk>

### Maths

**Focus: Geometry – Shape and Place Value**

**We will be learning to:**

- Recognise and name common 2D shapes, including rectangles, squares, circles and triangles.
- Recognise and name 3-D shapes (for example cuboids including cubes, pyramids and spheres)
- Count to 20, forwards and backwards, beginning with 0 or 1 and from any given number.
- Count, read and write numbers to 20 in numerals and words.
- Given a number identify one more, one less.
- Identify and represent objects and pictorial representations including the number line, use language of equal to, more than, less than, fewer, most, least.
- Consolidation

**You can help your child by:**

Complete given homework as this supports the work we are doing in school. Make use of everyday maths opportunities such as counting coins, spotting odd and even numbers and playing card games such as higher or lower. Make use of Times Tables Rocks Stars <https://ttrockstars.com/>

## Science

### Focus: Animals including Humans

#### We will be learning to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Ask simple questions recognising that they can be answered in different ways.
- Performing simple tests whilst investigating senses.
- Use observations and ideas to suggest answers to questions
- Gather and record data to help in answering questions.
- Use computing to find out more about the structure of the body.

#### You can help your child by:

- Talk about the features of animals e.g. legs, wings, gills, lungs, heart. Compare similarities and differences between animals.



## PE

### Focus: Games and Dance

#### We will be:

- Developing our throwing and catching skills and participating in team games such as dodgeball, benchball and matball.
- We will be developing tactics for attacking and defending
- Copying and exploring basic actions with some control and coordination
- Responding to stimuli using dance actions.
- Linking and repeat basic actions to copy or create and perform a movement phrase in a controlled manner with a beginning, middle and end.
- Learning the importance of a warm up and cool down.

#### You can help your child by:

- Practise basic travel movements e.g. jumping using two feet, jumping with one foot (a hop), jumping from one foot to the other (hopscotch), skipping.
- Promote and praise independence with dressing including zips on coats.
- Why not sign up for an after school club this term like Dodgeball or Football?



## DT

### Focus: Textiles

#### We will be learning to:

- Design, make and evaluate a safety jacket for teddy (link to road safety week)
- Meet the needs of a simple design brief.
- Discuss what product I am designing and making and explain who the product is for and why.
- Look at existing products and talk about what works well.
- Evaluate my product against the design brief discussing what worked well and an improvement.
- Select from a range of tools and equipment.

#### You can help your child by:

- Practising different ways of joining.
- Explore ideas for teddy's jacket.



## RE



**Theme:** The Christmas Story

**Concept:** Incarnation

**Key Question:** What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?

**Religion:** Christianity

### We will be learning:

- To reflect on the Christmas story and decide what gifts would be meaningful for Jesus.
- What can I learn from stories from religious traditions?
- Are symbols better than words at expressing religious beliefs? (Believing/Belonging)

### You can help your child by:

- Showing respect to different religions.

## PHSE



**Theme:** Celebrating Difference

### We will be focusing on:

- Similarities and differences
- Understanding bullying and knowing how to deal with it
- Making new friends
- Celebrating the differences in everyone

### You can help your child by:

- Encourage your child to reflect on their school day.

## History

### Focus: Remembrance Day

#### We will be learning to:

- Explain that poppies are worn as a symbol of Remembrance Day.
- Fit people/events (4) into a chronological framework.
- Talk about how life was different to today and during the wars.
- Use common words and phrases related to the passing of time.
- Understand some ways we find out about the past. E.g. diaries, non-fiction books, eye witness accounts.
- Use given sources to ask and answer questions - photographs
- Recognise why people did things, why events happened, and what happened as a result.
- Recall some facts about remembrance day/war.
- Talk about why people may have acted in the way they did. (Noel Chavasse and Arthur Procter).
- Appreciate that some famous people have made our lives better today. (Noel Chavasse and Arthur Procter).

#### You can help your child by:

- Can you help your child make a family timeline to show important family dates?
- Visit Liverpool Life museum and explore how Liverpool during the war.



## Music



### We will be learning to:

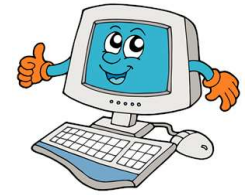
- Use our voices expressively and creatively by singing songs and speaking chants and rhymes.
- Learn to play the recorder and recognise simple notes.
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.
- Compose to create a theme tune for a superhero.

### You can help your child by:

- Encouraging your child to be musical at home. Use junk materials to make your own instruments and sing songs.



## Computing



### Focus: Creating a Card Digitally

#### We will be learning to:

- Develop basic keyboard skills, through typing and formatting text.
- Develop basic mouse skills.
- Use the web to find and select images.
- Develop skills in storing and retrieving files.
- Develop skills in combining text and images.
- Discuss their work and think about whether it could be improved.

#### You can help your child by:

Remind your child to use technology safely. Remember to make use of Active Learn to support your child's reading, Times Tables Rock Stars to support Maths and Purple Mash to support all curriculum work. Every child in our school has a unique login to allow them to access a wealth of free fun educational

### Children's logins can be located on their reading folder.



<https://www.purplemash.com/sch/listerinf>

<https://www.activelearnprimary.co.uk>

<https://trockstars.com/>

### Research Questions

Here are some questions you may wish to research with your child to support our topic this term

**Who sells the poppies and why?**

**How much is a poppy?**

**What different coins could you use to make 20p?**

**How long ago was World War I?**

Further details of our curriculum can be found on the school website <https://listerinfants.org.uk/curriculum/>

