



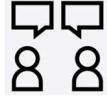






<p><b>As readers...</b>          We continue to promote a love of reading in the children through daily reading opportunities. For instance, this includes weekly sessions to read with the children individually or in a group, and to select books of their interests and abilities. In relation to group reading sessions, we provide children with rich material to further develop their fluency, predicting, summarising, and questioning skills in response to the text. We will focus on our summarising skills, especially as we read our class texts: <i>Lost in the Toy Museum</i>, <i>Naughty Bus</i> and <i>Traction Man</i>.</p> 	<p><b>Year 1 Autumn 2</b></p> <p><b>How do toys change over time?          Why do we have teddy bears?</b></p> 	<p><b>As responsible and socially aware children...</b>          The children will learn about healthy friendships and how to recognise who to trust. We will explore similarities and differences among peers. We will also learn about the importance of respecting others even when they make different choices, preferences and beliefs.</p> 
<p><b>As writers...</b>          We will begin by exploring the story of '<i>Lost in the Toy Museum</i>'. In doing so, we will further develop our knowledge of adjectives by describing the physical description of some of the characters featured in the text. In addition, we will make predictions about the text and write a letter from the point of view of Bunting the old toy cat. Later in the topic, we will explore story of '<i>Naughty Bus</i>, where we will focus on retelling a story that we know and learning to sequence our ideas using time connectives, to give a clear beginning, middle and end. Towards the end of the unit, we will enjoy the story of '<i>Traction Man</i>'. Whilst exploring the text, we will use our imaginations to create an</p>	<p><b>Core content knowledge:</b>          Children will understand that toys have changed over time. They will consider the differences between old and new toys, including the materials they are made from, and will talk about ways in which they can identify old and new, using adjectives to describe these differences. They will look at and play with toys from the past, comparing these with their own toys. As part of this topic children will also learn about the origins of the teddy bear and its connection with Theodore</p>	<p><b>As digitally literate children...</b>          We will develop our understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists' work. The unit concludes with learners considering their preferences when painting with and without the use of digital devices.</p> 

**Morley Memorial Primary School Curriculum Descriptor for Year 1 Autumn 2 Half term 2024-25**

<p>alternative ending and character. In doing so, we will continue to develop our 'must-haves' for writing, which include accurate use of capital letters, full stops and fingers spaces.</p> <p><b>As speakers and listeners...</b></p> <p>We will focus storytelling, imagination, and expression! We will dive into the exciting world of speaking and listening as we develop our ability to orally retell stories we know and bring tales to life through acting. In addition, we aim to boost communication skills, creativity, and confidence.</p> 	<p>'Teddy' Roosevelt who was President of the United States from 1901-1909.</p>	<p><b>As sports people...</b></p> <p>We will begin to practise different movements in gymnastics, focusing on different jumps. We will develop our physical skills to perform different jumps successfully, including using apparatus, and we will start to sequence these into short movements phrases. In outdoor PE we will continue to develop skills of rolling, throwing, striking and catching using beanbags, large &amp; mid-size balls, cones and hoops.</p> 
<p><b>As mathematicians...</b></p> <p>We will develop our understanding of the concepts of 'whole' and 'parts.' We will explore part-part-whole relationships, further their understanding of numbers within the range of 0 to 5, and further investigate 2D and 3D shapes. In addition, we aim to develop mathematical skills and promote critical thinking.</p> 	<p><b>As musicians...</b></p> <p>we will listen to The Nutcracker Suite and develop our understanding of timbre and how instruments are chosen for different purposes. We will start to understand that different instruments make different sounds and that this is due to the note quality or instrumental "Timbre". We will identify changes in sounds, listen for two types of sound happening at the same time and practise making different sounds with different instruments.</p> 	<p><b>As theologians and philosophers...</b></p> <p>We will ask the children to share their prior knowledge, delve into the stories surrounding the first Christmas, discover Christian Christmas traditions, reflect on the significance of gift-giving, and understand the core values that make Christmas special for Christians. We also explored how people celebrate birthdays and learned how Sikhs celebrate Guru Nanak's Gurburab (birthday).</p> 
<p><b>This topic builds on</b> children's work on Understanding the World in Early Years. Children have learned about how things grow and change and how family members such grandparents experienced life as children. It also builds on PSHE work on keeping safe and people who care for us and keep us safe.</p>		