



Stanhope Primary school

Medium term plan

Core areas of learning

Year group: Year 1

Term: Autumn 1

Topic: Toy-riffic!

English

This half term, children will build strong foundations in early reading and writing through a carefully sequenced English curriculum. They will learn to form both **capital and lower-case letters correctly**, developing accuracy, fluency and pride in their handwriting. Children will explore what a **word** is, learning how words are separated by spaces and why this is important for clear communication. They will develop their understanding of different types of words, including **tricky words** that cannot always be decoded using phonics, and **compound words**, where two words are joined together to create a new meaning. Children will also learn when capital letters are needed, such as at the beginning of a sentence and for names, and when lower-case letters should be used. Alongside this, we will focus on the physical skills needed for successful writing, teaching children how to sit correctly at a table, position their paper and hold a pencil using an effective tripod grip. These essential skills will support children to become confident, fluent and independent writers.

Mathematics

This half term, children will develop a secure understanding of **place value within 10** through the White Rose Maths programme. Using practical resources, pictorial representations and mathematical discussion, children will learn to count, read, write and represent numbers to 10 in a variety of ways. They will explore the value of each number, compare groups of objects, identify one more and one less, and use mathematical language such as **greater than**, **less than** and **equal to** to describe and compare quantities. Children will be encouraged to reason about numbers, explain their thinking and solve problems using concrete resources and visual models. Through engaging, real-life contexts the children will build fluency, confidence and a deep understanding of number, providing strong foundations for future mathematical learning.

Science

As part of our **Toy-riffic!** topic, children will develop their scientific knowledge by exploring the materials used to make different toys and everyday objects. They will learn to distinguish between an **object** (what something is) and the **material** (what it is made from), using scientific vocabulary to identify and describe materials such as wood, plastic, metal, fabric and glass. Children will **sort, group and compare materials based on their properties**, considering why certain materials are chosen for particular toys. Through practical investigations, they will test and identify which materials are **waterproof**, making predictions, observing carefully and drawing simple conclusions from their findings. As part of our work on **seasonal change**, children will also take part in a year-long study of a single tree within the school grounds, making regular observations throughout the seasons and recording how it changes over time. This will help children develop their **enquiry skills**, deepen their understanding of the natural world and build the scientific knowledge and vocabulary needed to explain what they observe.

Foundation areas of learning

This half term, our learning will be centred around our exciting topic, **Toy-riffic!** Through a carefully planned, knowledge-rich curriculum, children will develop their understanding of toys and how they have changed over time whilst making meaningful links across a range of subjects. In **History**, children will investigate toys from the past and present, identifying continuity and change over time. In **Design Technology**, they will explore wheels and axles before applying this knowledge to design, make and evaluate a moving toy. In **Computing**, children will develop their understanding of algorithms by creating and debugging instructions to make a digital toy move. Inspired by the work of Alexander Calder, children will create balanced and stable sculptures in **Art**, developing their understanding of form, structure and balance. In **Geography**, we will begin regular weather observations, collecting and discussing data about daily weather patterns. Through **PSHE**, children will learn to recognise and name a range of emotions, understanding how facial expressions and body language provide clues about how others may be feeling and considering how they can show kindness, empathy and support towards their friends. In **Religious and Worldviews (RAW)**, children will explore how people may hold different beliefs and viewpoints, developing respect, understanding and appreciation of diversity within our community and the wider world. Throughout the topic, children will build knowledge, vocabulary and skills whilst developing curiosity, creativity and respect for others.