



Memory Box

Year 1: Emerald

Autumn Term: 2020



Connected Learning

This term's 'Imaginative Learning Project' has a history focus.

Year 1 will embark on a journey back in time, to special memories they and their families have created over their lives. In meeting the programmes of study for the history National curriculum, children will use the breadth of the curriculum to:

- Begin to describe similarities and differences between historical artefacts and pictures.
- Use simple vocabulary to describe passing of time (e.g. now, then, long ago, before and after).
 - Begin to order artefacts and pictures from significantly different time periods.
 - Retell a story or significant event from their own past.
- Compare their life and interests now with their babyhood (e.g. clothes, toys, food, size, abilities), recalling a significant memory from the past.



We will launch into our learning by sharing photos and stories from our past with each other.

Connected Writing

As writers, Year 1 will be developing their understanding of sentence structures by first orally rehearsing their sentences, then acting them out before finally writing and checking them together. They will begin by writing sentences to explain what they can do now compared to when they were younger and then move on to writing longer sentences about important memories from their past.

This will be linked to our class book 'Memory bottles'.

Following this, they will write an invitation to their own Teddy bear's picnic, which will lead on to diary writing where they will be recalling and ordering the events from the picnic. Finally, the children will put all of these skills into practice by writing their own diary from the point of view of Jack from the story 'Jack and the beanstalk', which they had learnt in Foundation Stage.

As readers, Year 1 will continue to develop and apply their phonic skills, to segment and blend both familiar and unfamiliar words. This will include the learning of tricky words, as well as differentiating between real and nonsense words. Alongside this, whilst reading, children will be encouraged to think like a detective and spot clues to make predictions or infer what characters might be feeling or thinking.



Key Vocabulary

Artefact
 Baby
 Birthday
 Calendar
 Celebration
 Diary
 Event
 Family
 Grandparent
 History
 Memory
 Museum
 Parent
 Toddler



Maths

As mathematicians, Year 1 will be securing their knowledge of place value, focusing mainly on numbers to 10 before extending to numbers up to 20.

This will involve a lot of practical learning, using different representations to compare, group and order numbers as well introduce terms such as more/greater than, less/fewer than, before and after, and equal to.

In addition to this, we will be using continuous provision to develop their knowledge of 2D and 3D shape and looking at calendars, when ordering birthdays, to discuss the days, weeks, months and years. This will be done through practical, real life experiences.



Art / DT

As artists, the children will explore how colour and blending techniques can be used to represent different emotions.

They will also look at paintings and portraits of families from various artists over time and discuss what it tells us about the generations shown.

The children will then replicate their own family portrait painting, to be framed and displayed.

As designers, the children will decide what types of food would be good for a healthy lunch for their teddy bears' picnic, making a shared shopping list.

PE

In sport, this term, Yr 1 will be practicing a range of skills including patting, throwing, kicking and stopping a ball. They will be doing this as part of their multi-skills learning and developing their co-ordination and listening skills.



Family Learning Opportunities

Daily reading

Recommended Reads:

- 'The Memory Tree' by Britta Teckentrup.
- 'Your Body, Your Senses (Ways into Science)' by Peter D. Riley.
- 'My Grandma is Wonderful' by Nick Butterworth.
- 'Grandad's Island' by Benji Davies.

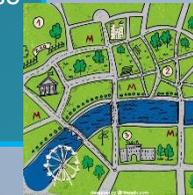
For additional ideas and activities linked to this 'Imaginative Learning Project', please refer to the 'Home learning ideas' sheet attached.

RE

In RE, the key question for children in Yr 1 will be 'What is important to Christians?' As part of this, the children will begin to learn about and name the different beliefs and practices of Christianity, focusing on key celebrations related to the religion and the meaning behind them.

PSHE

In PSHE, the children will explore their feelings when recalling a range of memories, and identify coping strategies for any negative emotions or experiences they may encounter. As part of this, relatives or pets that are no longer with them will also be discussed, with both happy and perhaps sad stories being shared. The children will also share and describe special memories from celebrations they have had, such as birthdays, and represent these through artwork.



History

As historians, the children will compare their life now with when they were a baby using photographs and other items. The children will then choose their own way to sort these. They will also be exposed to and begin to use language describing the passing of time through sequencing of events, diary writing and ordering the age of items, such as books and toys. The children will apply this, when acting as a museum curator in their 'class museum', to explain what the toy artefacts provided are made of and how they work. These activities and observations will enable the children to compare and consider changes over time.



Music

As musicians, the children will use songs and rhymes, such as 'Dem Bones' and 'The Seasons' song to remember their learning.

The children will also work together to write a class song or rap about the special qualities of their 'class family', to be performed at the end of their teddy bears' picnic.

Computing

In computing, the children will be learning about E- safety and creating class rules around this. They will also be learning about how ICT is used in everyday situations.

Geography

As geographers, the children will be taking a walk around the school grounds and taking photos of landmarks and features as they go. They will then use their images to create their own map of the journey and the features passed, as well as practicing their sequencing skills by creating a photo timeline of their journey.

Science

As scientists, the children will explore their own senses and use them to explain how they can take them on a journey back to different memories. They will then label the parts of the body and where their sense are found.

Working scientifically, the children will make observations on the physical and developmental differences a human goes through from baby to adult.