



Topic title: Homes of the past and present

Key question: Is my house the same as yours?

**Key outcomes:** *History*

Through exploring houses and homes, the children will discover the different types of houses we have in our village. They will then compare homes today with homes in the past and explore what has changed.

**EYFS: Understanding of the World.**

*People, Culture and Communities*  
Recognising similarities and differences between themselves and others, and among families, communities, and traditions. (R.E.)

*The Natural World*

They will make observations of plants and explain why some things occur and talk about changes. (Science)

*Past and Present*

They talk about the features of their own immediate environment and how environments might vary from one another (History)

**Maths:**

**Number:**

In maths Yr.1 will build upon the skills already developed by deepening their understanding of numbers to 20.

**Money:**

In money the focus will be unitising and coin recognition.

**EYFS: Mathematics.**

Children will be developing the following skills.

*To 20 and Beyond:*

Building numbers beyond 10.  
Counting patterns beyond 10. spatial reasoning, match, rotate, manipulate shapes.

*First, then, now:*

Adding more, taking away. Spatial reasoning, compose and decompose.

**Science: Plants**

The children will find out about a variety of plants by answering the following questions.

***Can you find a daisy?***

To name some common plants,

***Why do some trees lose their leaves?***

To know some plants are evergreen and some are deciduous.

***What am I?***

Naming some deciduous trees and some evergreens.

***How do plants stand up tall?***

Identifying and naming some parts of plants,

***Do plants that live in the desert also live in the arctic?***

To understand different kinds of habitats.

***Why does a cactus grow in a desert?***

To explain how they are suited to their environment.

**Writing:**

In writing the children will be:

Enquiring: By looking at the features of a letter and compiling questions to ask in a letter to Rev Richard.

Narrating: by retelling an adventure story in detail using adjectives and story language.

Instructing: the children will find out the importance of the order of instructions before planting a bean and making a sandwich.

**EYFS: Literacy**

*Writing and comprehension.*

The children will continue to spell words by identifying the sounds and then writing the sound with letter/s.

Write short sentences with words with known letter-sound correspondences using finger spaces and a full stop.



<p><b>Reading:</b></p> <p>Daily story vote for end of the day story time.</p> <p>Weekly 1:1 reading.</p> <p><b>Phonics</b> EYFS – Phase 4 Year 1 - Phase 5</p>	<p><b>History: Houses Past and Present</b> The children will find out about a house by answering the following questions:</p> <p><b><i>How does my house look different?</i></b> Comparing and identifying similarities and differences.</p> <p><b><i>Which is the oldest house in the village?</i></b> Exploring homes from the past by looking at houses in their local area</p> <p><b><i>Was my grandparents' kitchen different to mine?</i></b> Explore and compare kitchens from the past (living memory) to today.</p> <p><b><i>How long did it take to make a cup of tea?</i></b> Explore some advancements in technology that have impacted on our lives.</p>	<p><b>Computing: Introduction to Data</b> The children will be introduced to Data Handling which will help them to recognise common uses of information technology beyond school.</p>	<p><b>Healthy Mind and Healthy Body:</b></p> <p><b>Outdoor PE</b> Tennis/Cricket Children will be developing their catching and throwing skills.</p> <p><b>Real PE (Applying physical skills)</b> Children will be mastering a range of skills and movements and will apply them to a variety of activities.</p> <p><b>EYFS: Physical Development</b></p> <p><i>Gross Motor Skills</i></p> <p>Children will continue develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p>
<p><b>Music</b> <b>Big Band</b> All children will be learning about the four different groups of musical instruments, following a beat using an untuned instrument and</p>	<p><b>R.E.</b> <b>Christians, Jewish and Muslims</b> <i>What does it mean to belong to a faith community?</i> Children will be learning about a traditional Christian infant baptism</p>	<p><b>PSHE:</b> <b>Listening and Following Instructions</b> The children will be learning the importance of following instructions by carrying out a variety of activities</p>	<p><b>Creative Learning: (Art/DT)</b> <b>Sculpture</b> Children will use their knowledge of sculpture to develop and share ideas, experiences, and imagination to create a clay house.</p>



<p>performing a practised song to a small audience.</p> <p><b>EYFS: Expressive Arts and Design:</b></p> <p><i>Being Imaginative and Expressive</i></p> <p>The children will sing a range of well-known nursery rhymes and songs. They will also perform a practised song with instruments.</p>	<p>/dedication and suggest what the actions and symbols mean.</p> <p><b>EYFS: Understanding the World.:</b></p> <p><i>People &amp; Communities:</i></p> <p><i>Where do we belong?</i> Children will talk about members of their immediate family and community and begin to understand that some places are special to members of their community.</p> <p><b>EYFS: Understanding the World:</b></p> <p><i>People &amp; Communities:</i></p> <p><i>Which times are special and why?</i> They will begin to recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>including Simon Says, Pass the Whisper and a Blindfold Walk.</p> <p><b>Healthy and Safer Lifestyles</b></p> <p>The children will be focusing on finding out answers to the following questions.</p> <p><i>Do I understand why food and drink are good for us?</i></p> <p><i>Do I understand what exercise is and why it is good for us?</i></p> <p><i>Do I understand why rest and sleep are good for us?</i></p> <p><b>EYFS: Personal, Social and Emotional Development.</b></p> <p><i>Self-Regulation</i> Children will show an ability to follow instructions involving several ideas or actions.</p> <p><i>Managing Self</i> Children will begin to understand the importance of healthy food choices and why exercise is important.</p>	<p>Explores malleable materials by manipulating them for a purpose. Using all previous knowledge and beginning to create work in two and three dimensions.</p> <p><b>EYFS: Expressive Arts and Design.</b></p> <p><i>Creating with Materials</i></p> <p>Children will explore different materials freely and develop their ideas about how to use them and what to make.</p>
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Newtown Linford Primary School

Half Termly Topic Overview Linford

Summer Term 1 2024

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