



Paddington Autumn 1



Our Key Enquiry Question is...

Where in the UK would Paddington most like to live?

Websites:

UK Geography: <https://www.bbc.co.uk/bitesize/topics/zyhp34j/articles/z4v3jlv>

Phonics: <https://www.phonicsplay.co.uk/>

Computing: <https://www.barefootcomputing.org/>

Books:

Michael Bond's Paddington stories

Katie in London

The Queen's Knickers

Places to Visit:

Get outdoors in your local area; what hidden gems can you find? Discuss the features; are they human or physical? Where is your favourite place to visit?

Challenges for Home:

What is the most creative way that you can practise your tricky words?

Please tweet us using the hashtags below if you see your child showing any of our Archibald qualities.

We will continue to teach the children how to make the right choices and be **#ResponsibleCitizens**

Through our creative curriculum, we will be **#HavingFun** whilst learning.

We will continue to inspire and develop **#ConfidentIndividuals**

Having fun, achieving excellence.

Successful learners. Confident individuals. Responsible citizens.

Key Dates and Reminders:

School will be closed on Monday 7th September 2020 and Friday 23rd October 2020 for Staff Development Days. Please remember to send in reading books daily and ensure a labelled PE Kit is sent into school.

Literacy

We will explore a variety of texts linked to our Paddington topic. The children will have the opportunity to build upon their Reception skills by sounding out labels and captions, before turning their attention to instruction writing. We aim to prepare some marmalade sandwiches for Paddington, and to prepare a set of instructions on this, as well as how to clean and look after, his teeth after his favourite food!

We aim to read with each child weekly, both in a small group and 1:1. We encourage children to not only read words, but to discuss text by predicting what might happen next, retelling the story in their own words and considering if it is similar to anything else that they have read. As we return to school, we will focus on applying our Phase 2 and 3 sounds into words. Children will be encouraged to both segment and blend, to support reading and writing.

Numeracy

This half term the children will consolidate the place value of numbers. We will work together to sort, represent and count numbers, before looking at one more and one less of a given number. The children will begin to compare numbers using the symbols for greater than, less than and equal to ($>$, $<$ and $=$). We often look at these symbols as greedy crocodiles eating the bigger number as a starting point.

We will also look at addition this half term, working practically and using part-whole models. We will look at fact families and the relationship between digits, before learning our number bonds to 10, both practically and via song!

PE *Having fun, keeping healthy and learning new skills...*

We will be changing into our kit in the classroom. Please ensure your child has the appropriate kit and that all clothing is labelled. We will be developing our agility, balance and coordination as well as our core value of teamwork as we play a variety of team games.

PSHE

In PSHE, we will consider the question, 'Who looks after me?' and the children will think about people who care for them, and the role these different people play in their lives. We will explore what it means to be a family and consider how families are different. The children will also learn about the importance of telling someone, and how to tell them, if they are worried about something.

RE *Developing respect, tolerance, understanding and knowledge...*

In RE, the children will learn about 'belonging.' The children will consider which groups they are a part of, such as school, a family, group of friends or extra-curricular club.

Music *Listening, appreciating, interpreting, playing, developing...*

We will develop our understanding of pitch, pulse and rhythm. We will learn the song 'Hey You', using our voices and instruments to improvise & improve. We will discuss the term 'composer.'

Computing

We will start the year by completing our Digital Literacy lessons, ensuring we know how to stay safe online. We will then use devices such as BeeBots and OzoBots to explore algorithms.

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Paddington

Where would Paddington most like to live in the UK?

Science

To start the year, we will think about what it means to be a good scientist, and explore the **skills** we hope to develop. The children will have opportunities to explore the science curriculum through weekly tasks and experiments. They will develop their **identifying and classifying** skills by comparing Paddington to themselves; what is similar, what is different? We will also think about what Paddington should pack in his suitcase at this time of year by making **observations** relating to the seasons. We will also **research** how to pack Paddington a balanced lunch, and explain how he can remain fit and healthy.

Observation over time, Identifying and Classifying, Researching, Fair Testing, Pattern seeking

Art/Design Technology

We will think about what Art is to us and explore a variety of artists. We will take inspiration from great artists to create self portraits for Paddington as well as painting a portrait of Paddington himself! To do this, we will explore colour mixing, tints and tones.

In order to help us learn about the UK, we will cook and bake traditional foods, and explore weaving our own tartan. The children will plan and prepare their very own Teddy Bear's Picnic to celebrate their first half term in Year 1.

History

Whilst looking at their local area, the children will be encouraged to consider how Gosforth has **changed** over time. We will think about what **caused** these changes. Why are there now more shops? Why are there more traffic lights? What has remained? We will also look at how toys and teddies like Paddington have **changed** over time. The children will be encouraged to use historical language, such as 'long ago,' 'when my grandparents were little' and 'recently.'

We will look at the Paddington stories, explore when they were written, and use **chronology** to sort them. We will discover just how old Paddington Bear really is!

Chronology, Cause and Consequence, Historical Significance, Continuity and Change

Geography

This will be our main focus this half term. This children will explore age-related atlases, and develop their **place knowledge**. We will first look at where we live, and build out from there to learn about the United Kingdom. We will be labelling countries and capital cities, and exploring geographical language such as 'rural,' 'urban' and 'coastal' in order to compare places within the UK. The children will look at characteristics of each UK country, allowing them to consider similarities and differences. This will enable them to compare London and Lima; Paddington's two homes. Using their **atlas skills** and all their **place knowledge**, the children will be encouraged to **plan and decide** which UK country Paddington would most like to live in.

Location and Place, Cause and Effect, Planning and Decision Making, Change

Key Vocabulary

History

- Long ago
- Recently
- Now
- Old
- New
- Change

Geography

- Atlas
- Map
- Country
- Capital city
- Sea
- Ocean

Science

- Observe
- Research
- Identify
- Classify
- Healthy
- Seasons

Literacy

Please discuss the following, how they look, and when to use them:

- Capital letter
- Full stop
- Finger space

Numeracy

- More/Less/Equal
- Compare
- Place value
- Tens and ones

Key Stage 1

- *Can you read these words with a grown up and talk about what they mean?*
- *Do you know any similar words?*

Key Stage 2

- *Use a dictionary to find out the meanings of these words.*
- *Have you ever come across the words before in a different topic?*
- *Can you think of alternative words to use?*

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