

Year R 1

The Big Build

In this unit, pupils will be exploring how we use materials to change the world around us.

People build big, high, wide and strong. They build houses, bridges, roads and railways, airports for aeroplanes and harbours for ships.

Children will learn how the world looks from above and how we represent our natural world in maps, beginning to create their own maps of places that matter to them. They will experience building shelters and keeping safe through the story of The Three Little Pigs. We learn the story of the Three Little Pigs exploring its characters and themes. They will investigate what materials are used for constructing modern buildings and why different materials are chosen.

The Reception children will be learning through the foundation stage curriculum: The Foundation Stage Curriculum is split into 7 areas.

Prime areas

Personal, Social and Emotional Development

- building relationships with a variety of peers and adults in my new class through play & conversation
- identifying feelings (myself & others) & exploring how to manage them appropriately
- exploring, selecting and using resources from my new environment (including returning resources)
- establishing rules/routines to help me stay safe & happy
- sharing, turn-taking and good manners - Kindness Jar - (holding doors, please and thank you etc)

Communication and Language

- Gingers Listening rules/waiting your turn to speak
- holding a conversation & taking into account what is said by others
- sharing information about my family and home
- expressing my likes and concerns about starting school
- talking through my thought process when I am engaged in activities
- listening to & sharing stories
- playing listening games i.e. Sounds Lotto; Simon Says
- following instructions and requests made by adults
- rhyming games/activities

Physical Development

- developing correct pencil grip for mark making/writing
- using & transporting scissors safely
- developing fine motor control & coordination through games & activities i.e. threading, peg boards, pinboards etc
- developing my independence with personal hygiene (toileting, hand washing, putting on coats, removing jumpers, blowing noses etc)
- Forest Schools (every Friday morning)
- exploring moving in a range of ways i.e. slithering, shuffling, rolling, crawling, skipping, sliding, hopping etc

Specific Areas

Literacy

- writing my name on the dinner list
- book bags - selecting books from class and sharing at home at least 3 times a week
- Read, Write Inc - learning letter sounds.
- Letter formation using a range of media
- exploring rhyming stories; rhymes & games
- making up stories for adults to scribe
- mark making/writing opportunities i.e. chalks; brushes & water; labels for models; role-play...

Mathematics

- counting to & recognising numbers to 5, 10, 20
- counting accurately through games & activities
- ordering numbers to 10 then 20
- developing shape and colour recognition
- calendar-days of the week/months of the year
- recognising 1 more/1 less in everyday activities
- making shape pictures/patterns (shape recognition)

Understanding of the World

finding out about our local area, where we live and how we get to school.

exploring our new environment, talking about why things happen and how things work (inside and outside)

using ICT equipment to support with our learning

finding out about Winter and Christmas

Expressive Arts and Design

- learning new songs; singing familiar ones
- creating seasonal art work e.g. firework pictures and Christmas crafts.
- making models and exploring attaching and joining techniques

- using imagination in the role-play area & other areas of play and dance
- exploring the sounds and patterns we can make using the musical instruments

The Year one will children will be learning:

English

- To look at a range of vehicles that we use to help in the construction process and be able to write clear sentences.
- Labelling and captioning images and sequences of images from building sites and construction.
- Learn the story of The Three Little Pigs and be able to re-tell it by heart.
- Write instructions for building a Little Pigs house.

Maths

- Addition, adding more and counting on.
- Subtraction, counting back, finding the difference.
- To recognise and name common 2D shapes; square, triangle, rectangle and circle.
- Name and describe 2D and 3D shapes.
- Read and write numbers to 20 in numerals and words.
- Tens and ones.
- Order groups of objects and order numbers.

Science

- Exploring and naming different materials.
- Looking at objects and describing what materials have been used in their construction.
- Testing materials for different jobs what properties do they need?
- Compare and group together materials based on properties.

Design and Technology

- Investigate different ways of joining materials.
- Investigate simple shell and frame structures in terms of strength and joins.
- Make structures with a construction kits.
- Construct a shell or frame house for the Three Little Pigs.
- Conduct a Big Bad Wolf 'huff and puff' test on the house.

Art and Design

- Study of Native American wolf masks
- Design & make abstract wolf masks from card
- 2D to 3D skills
- Art work related to 'The Three Little Pigs'
- Colour mixing and pattern making.
- Printing with bricks and wheels.

Geography

- Exploring and identifying people's 'Big Builds' as seen from the air and on plan
- Explore our local environment through aerial photographs and maps and understanding the differences and similarities.
- Look at the local environment and building projects around. Are they positive or negative?
- Making miniature 3D layouts and beginning to turn them into maps with symbols and keys we have designed ourselves.

Music

- Explore and listen to Tchaikovsky's 'Peter and the Wolf'
- Huff and Puff songs
- Building songs

ICT

- Exploring and investigate the uses of technology beyond school, and how these applications could be used to aid the three little pigs.
- Using programming to create safe routes across maps.