Senses

Year 1
Autumn 1
2026

Project Overview

Our Toys project is perfect for settling children into Y1 following on from Early Years. Bringing a cuddly toy to school supports this transition. But oh no – where have all of the teddies gone? The teddies have disappeared... we're going to have to go on a Bear Hunt! The children will find a clue that takes them on a trail to discover the teddies hidden in the school grounds having a picnic. Children will use their own and family teddies to support the learning in history and art.

English

We begin by reading Toys In Space and will learn how to write a speech bubble from a toy that has been lost in space. We will also begin to explore pencil control with lower case letters whilst writing on a line. Then we move on to reading Stanley's Stick. Using our imaginations our own stick will become a fishing rod, a musical instrument or whatever our imaginations dream up! We will look at character's thoughts and will encourage the children to express opinions about the characters in the story. Finally, we will read Lost in the Toy Museum and have a go at using 'and' to extend our sentences before having ago at writing our own version of the story but based in Swanmore Primary School.

Maths

In number and place value, the children will count in ones and identify practically and from memory one more and one less, finally solving problems involving more or less. They will be introduced to a number line and consider where numbers sit in relation to size and order. Children will begin to use 'Part, Part Whole' models to complete addition and subtraction. In measures, children will compare heights and lengths of their cuddly toys and investigate longer and shorter than using objects around the classroom. Using 10p coins, 1p coins, Numicon 10 and 1 shapes; the children will count amounts along a number line.

Science

Children will learn about everyday materials including wood, plastic, metals, rock, fabrics, glass and ceramics. They will explore the different observable properties of these materials. They will carry out a simple investigation to help them to decide which material would be best for an umbrella for a teddy bear. In the Autumn Term children will also begin a longitudinal Science study that runs through the year. They will look at weather patterns and changes in the four seasons.

RE

During this half term children will explore why Christians celebrate Harvest, and make connections to the Harvest celebration they will attend at St. Barnabas.

Geography

NA

History

Children will explore, describe and compare old and new toys. They will focus on materials that toys are made from then/now and how the introduction of plastic changed toys e.g. metal hula hoop to plastic one. Using toys from their own families, children will create a timeline of teddy bears from oldest to youngest. This will then be used as the starting point to compare teddy bears.

Art

In this unit children will look at the artist Jane Hissey and we look closely at how she uses pencils to create different textures. We look at images of soft toys painted and drawn. Children will experiment with mark making in paint to practise making different fur textures. The final outcome will be to create a textured teddy bear picture.

DT

NA

Music

The children will learn the song 'Hey You!' which is an Old-School Hip Hop style song for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form.

Spanish

Spanish is not taught in Key Stage 1.

Computing

Children will learn how to use and control a mouse to move the cursor on the laptop. Children will also be able to give examples of how they will use technology to communicate with people they know, and which trusted adult they would talk to if something online makes them feel sad, worried, uncomfortable or frightened.

PE

In Games, the children will learn to control a ball when they are rolling and bouncing, throwing and catching. They will also develop tracking and receiving skills. In a Toys themed dance unit, the children pretend to be toys. They work in different formations, synchronising their movements, move to different rhythms, speed up and slow down and use their own bodies to produce rhythms.

PSHE

Families and friendships: Roles of different people; families; feeling cared for. Who are the special people in our families? Are your special people the same or different to the special people in our friends' families? Secrets - what is a good secret and what is a bad secret?

Good or bad touches - linked directly to the NSPCC materials