



## Swinney Class - Spring Term 1



Dear Parents and Carers,

We are so excited to be teaching the fabulous children in Swinney Class. The children have only been back for four days, and they have already amazed us with their hard work, kindness and creativity- we can already feel that this is going to be a super term!

There are a few new faces in Swinney Class for 2026. We're all a very friendly bunch, so please do come and chat with us if you have any questions or information to pass on. The staffing during the week is as follows:

Mon	Mrs Hodgson Mrs Middleton Miss Stothard (a.m.)	Tues	Mrs Hodgson Mrs Middleton Miss Stothard (a.m.)	Weds	Mrs Hodgson Mrs Owen Stanford Miss Stothard (a.m.)
Thurs	Mr Walker Mrs Middleton Miss Stothard (a.m.)	Fri	Mr Walker Mrs Owen Stanford Miss Stothard (a.m.)		



### Open the Toybox



This half term, our topic is based around toys and how they have changed through time. We will be looking at our own favourite toys and the favourite toys of people in our family.

Can your child talk to people in their family about the toys they used to play with when they were younger? Perhaps they could take a photo of the toy or find a picture on the internet. We look forward to hearing the children share all the information that they find with the rest of the class.

In **Reception** we will be...

Communication and Language		Personal, Social and Emotional		Physical Development	
<ul style="list-style-type: none"> <li>-Discussing toys that their family members played with when younger.</li> <li>-Exploring vocabulary relating to toys.</li> <li>-Asking and writing questions about toys.</li> <li>-Looking at non-fiction books about toys.</li> <li>-Discussing how they would improve toys.</li> </ul>		<ul style="list-style-type: none"> <li>- Agreeing on rules about how to look after toys.</li> <li>-Discussing how many children should play with toys at a time.</li> <li>-Discussing how we speak to each other when playing with toys.</li> <li>-Teaching a friend how to play a game.</li> </ul>		<ul style="list-style-type: none"> <li>-Using our fine motor skills to make toys.</li> <li>-Developing our biking skills on the balance bikes.</li> <li>-Creating toy-themed dance sequences.</li> <li>-Using needles to practise our sewing skills.</li> <li>-Experimenting with different old toys.</li> </ul>	
Literacy	Maths	Understanding the World		Expressive Arts and Design	
<ul style="list-style-type: none"> <li>-Planning a teddy bears picnic with invitations, posters and menus.</li> <li>-Creating lost toy posters.</li> <li>-Naming and labelling toys.</li> <li>-Reading stories about toys to our teddies and toys.</li> </ul>	<ul style="list-style-type: none"> <li>-Subitising and representing 0-5.</li> <li>-Finding one more and one less.</li> <li>-Exploring mass and capacity.</li> <li>-Moving onto exploring, finding and representing 6, 7 and 8.</li> </ul>	<ul style="list-style-type: none"> <li>-Sorting toys from the past and present.</li> <li>-Exploring how electronic toys have changed.</li> <li>-Comparing toys around the world.</li> <li>-Exploring where we can buy and borrow toys in our local community.</li> </ul>		<ul style="list-style-type: none"> <li>-Exploring songs and rhymes about toys.</li> <li>-Creating a toy workshop in our junk modelling area.</li> <li>-Making games.</li> <li>-Building on our small world play, using mini figures.</li> </ul>	

In **Year 1** we will be...

English	<ul style="list-style-type: none"> <li>-Reading 'Dinosaurs and All that Rubbish' and discussing significant events in the story.</li> <li>-Using adjectives and conjunctions to extend ideas.</li> <li>-Writing simile sentences.</li> <li>-Writing commands and instructions.</li> <li>-Retelling events using sequencing words.</li> <li>-Using the present progressive tense to write statements.</li> </ul>
Maths	<ul style="list-style-type: none"> <li>-Counting within 20.</li> <li>-Understanding the numbers 11-19, representing them on tens frames, as pictures and as numerals.</li> <li>-Completing number tracks to 20, counting forwards and backwards.</li> <li>-Estimating where numbers go on a number line.</li> <li>-Adding and subtracting within 20.</li> <li>-Using number bonds to add and subtract.</li> </ul>
Science	<ul style="list-style-type: none"> <li>-Identifying and naming a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>-Recognising a variety of animals that are carnivores, herbivores and omnivores.</li> <li>-Describing and comparing the structure of a variety of common animals.</li> </ul>
RE	<ul style="list-style-type: none"> <li>-Finding out about who Muslims are and how they live.</li> </ul> <p>What do Muslims think about God and what some of the 99 Beautiful names for God mean? Who was the prophet Muhammad and why is he important to Muslims?</p>
History	<ul style="list-style-type: none"> <li>-Finding out what toys our parents and grandparents played with.</li> <li>-Investigating what toys were like up to 100 years ago.</li> <li>-Comparing toys from the past with those from the present.</li> </ul>
Music	<ul style="list-style-type: none"> <li>-Creating short sounds with varied dynamics that represent an animal.</li> <li>-Copying short sound patterns.</li> <li>-Creating sound patterns based on call and response.</li> </ul>
PSHE	<ul style="list-style-type: none"> <li>-Identifying what they like about the school environment and recognising who cares for the school environment.</li> <li>-Explaining the importance of looking after things that belong to themselves or others.</li> </ul>
Computing	<ul style="list-style-type: none"> <li>-Following and creating simple instructions on the computer.</li> <li>-Considering how the order of instructions affects the result.</li> <li>-Recording examples of technology outside of school.</li> </ul>
Art/DT	<ul style="list-style-type: none"> <li>-Joining fabrics together using different methods</li> <li>-Using templates to create designs</li> <li>-Making and embellishing a puppet by joining fabrics</li> </ul>
PE	<ul style="list-style-type: none"> <li>-Using simple attacking and defending skills in a team game (moving to free space, looking for team-mates in a space, passing, intercepting etc.)</li> <li>-Identifying skills to improve on and actively working towards improving these skills in a team game.</li> </ul>