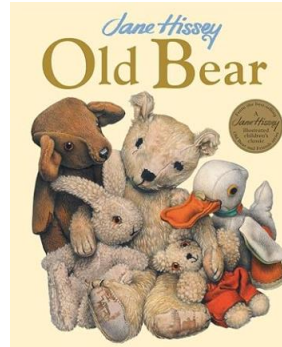
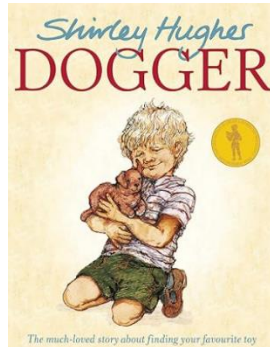


Year 1 Term 3 Curriculum Plan for Parents

The information below outlines the areas we will be working on this term in each of the curriculum subjects.

Writing:

This term our key texts are *Dogger* by Shirley Hughes and *Old Bear* by Jane Hissey.



Using these texts, we will be focusing on:

- Using adjectives to describe.
- Using the connective 'and' and 'because'.
- Using a capital letter and full stop to punctuate sentences.
- Using a range of verbs.
- Segmenting and blending words.
- Writing our own version of a narrative.
- Writing parts of a story.
- Using a capital letter for names.
- Using an exclamation mark.
- Orally rehearsing a sentence.
- Editing and publishing our work.

Maths:

Place Value (within 20)

The first block of teaching will focus on Place Value:

- Counting within 20.
- Developing understanding of the numbers 10-20.
- Finding one more and one less than any number within 20.
- Counting forwards and backwards using a number line to 20.
- Estimating on a number line to 20.
- Comparing numbers to 20.
- Ordering numbers to 20.

Addition and Subtraction (within 20)

The second block of teaching will focus on Addition and Subtraction:

- Adding by counting on within 20.
- Adding ones using number bonds.
- Finding and making number bonds to 20.
- Using doubles.
- Using near doubles.
- Subtracting ones using number bonds.
- Subtraction- counting back.
- Subtraction- Finding the difference.
- Using related facts.
- Exploring missing number problems.

Science:

In Science we will be looking at '**Animals including humans: Sensitive bodies**' with a focus on:

- Naming parts of the human body.
- Working scientifically to sort body parts into groups.
- Naming the body parts used for each sense.
- Working scientifically to spot patterns in data.
- Identifying the body parts used for the sense of taste and touch.
- Working scientifically to use the senses to make observations.
- Identifying the body parts used for the sense of smell and sight.
- Recognising that scientists are always making new discoveries.
- Identifying the body parts used for the sense of hearing.
- Working scientifically to investigate how sound changes as you move further away.
- Recognising how the senses are used in everyday life.
- Recognising the importance of the senses in certain jobs.

History:

Our History topic this term is called '**How have toys changed?**' and we will be:

- Discussing a favourite toy.
- Finding out what toys our parents and grandparents played with.
- Investigating what toys were like up to 100 years ago.
- Comparing toys from the past with modern toys.
- Investigating how teddy bears have changed over time.
- Describing how toys have changed over time.

Design and Technology:

Our Design and Technology topic this term is called '**Textiles- Puppets**' and we will be:

- Joining fabrics together using different methods.
- Using a template to create a design.
- Joining two fabrics together accurately.
- Embellishing a design using joining methods.

Computing:

In Term 3 we will be looking at **Programming- Moving a robot** and we will be:

- Predicting the outcome of a command on a device.
- Matching a command to an outcome.
- Running a command on a device.
- Following an instruction.
- Recalling words that can be acted out.
- Giving directions.
- Comparing forwards and backwards movements.
- Starting a sequence from the same place.
- Predicting the outcome of a sequence involving forwards and backwards commands.
- Comparing left and right turns.
- Experimenting with turn and move commands to move a robot.
- Predicting the outcome of a sequence involving up to four commands.
- Explaining what a program should do.
- Choosing the order of commands in a sequence.
- Debugging a program.
- Identifying several possible solutions.
- Planning two programs.
- Using two different programs to get to the same place.

In Music we will be:

- Listening and appraising the following songs: How Blue Can You Get by B.B. King, Let The Bright Seraphim by Handel, Livin' La Vida Loca by Ricky Martin, Jai Ho by J.R. Rahman, Lord Of The Dance by Ronan Hardiman and Diggin' On James Brown by Tower Of Power.
- Learning how to enjoy moving to music by dancing, marching, being animals.
- Finding the pulse.
- Listening to the rhythm and clapping back.
- Copying back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.
- Creating rhythms for others to copy.
- Learning about voices, singing notes of different pitches (high and low).
- Learning that they can make different types of sounds with their voices - rapping or saying words in rhythm.
- Treating instruments carefully and with respect.
- Playing a tuned instrumental part with the song they perform.
- Performing as a class.
- Recording the performance and saying how feel about it.

All the learning this term is focused around the song In the Groove by Joanna Mangona. In The Groove is a song that was specially written for classroom use to teach children about different styles of music. This is a very easy song to learn and has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk.

In PE we will be learning to:

Cognitive Skills:

- Listen carefully and follow the rules for each activity.
- Think about what we have done well in the lesson.
- Start with simple movements and gradually add more difficult ones.
- Look at different parts of the body to help recognise similarities and differences.

Fundamental Movement Skills:

Dynamic Balance- On a Line

- Keep our back straight.
- Keep our head up and still.
- Swing our arms to help move and balance.
- Work off the balls of our feet.
- Keep our head still and look forward.
- Use our arms to help us move and balance as we walk (opposite arm and leg).

Static Balance- Stance

- Keep our feet a shoulder width apart.
- Keep the balls of our feet on the line.
- Keep our back straight and head up.
- Keep our feet a shoulder width apart and knees bent.
- Keep weight on the balls of our feet.
- Keep our back straight, head up and look forward.

Religious Education

This term will be exploring the question: **What makes some places sacred?** (Christianity Focus) and we will be:

- Beginning to understand what the words 'sacred' and 'holy' mean.
- Discussing why some things are special to people.
- Understanding why some places are special to people.
- Recognising that there are special places that people go to worship and talk about what people do there.
- Recognising that Christians go to a church to worship God.
- Identifying special objects and symbols found in a church and be able to say something about what they mean and how they are used.
- Recognising that there are special places/events that people go to and celebrate in different cultures.

PSHE:

Our PSHE topic this term is called '**Exploring Emotions**' and we will be:

- Naming different feelings.
- Explaining how to recognise different feelings.
- Recognising that feelings can affect the way we think, feel and behave.
- Talking about how to recognise what others might be feeling.
- Recognising that not everyone feels the same about the same things.
- Naming a range of words to describe feelings.
- Talking about things that help people's mental/physical health.
- Identifying ways to manage big feelings.
- Recognising when they need help and understand how to ask for help.

Children will continue to bring home a piece of Phonics homework each Friday and children will need to return the completed homework by the following Wednesday.

We would like to remind you that your child's book will be changed once a week by their Phonics teacher, however their book will only be changed once their previous book has been returned to school and we are able to see evidence of reading at home in your child's reading diary. This will also ensure your child earns their reading rainbow rewards throughout the term.

We look forward to seeing you all again at Parents Evening this term.

If you have any queries or need support about the curriculum or anything relating to school, please come and have a chat with your child's class teacher and we will do our best to help.

Thank you for your continued support.

Kind regards,

Miss Alsop, Mrs Burgon and Mrs Metterick.