

Year One Term 3 The World Around Us

		Reading for Enjoyment
English	<p>MAIN TEXTS:</p> <p>Handa's Surprise The Three Billy Goats Gruff</p> <p>Poetry-Using the senses (fruit)/Riddles (food) Poem to recite- Snake in School by Debjani Chatterjee Narrative - Stories from a range of cultures Non-fiction - Label/list/captions (fruit)</p>	<p>Room on The Broom</p> <p>Farmer Duck</p>
Mathematics	<ul style="list-style-type: none"> • Number and place value • Mass/weight • 2D and 3d shape • Counting and money • Multiplication • Division 	
Science	<p><u>Everyday materials</u></p> <ul style="list-style-type: none"> •Can they distinguish between an object and the material from which it is made? •Can they describe materials using their senses? •Can they describe materials using their senses, using specific scientific words? •Can they explain what material objects are made from? •Can they explain why a material might be useful for a specific job? •Can they name some different everyday materials? e.g. wood, plastic, metal, water and rock •Can they sort materials into groups by a given criteria? •Can they explain how solid shapes can be changed by squashing, bending, twisting and stretching? •Can they describe things that are similar and different between materials? •Can they explain what happens to certain materials when they are heated, e.g. bread, ice, chocolate? •Can they explain what happens to certain materials when they are cooled, e.g. jelly, heated chocolate? 	
History	No history	
Geography	<p><u>Hot and cold places in the world (Barnaby Bear)</u></p> <ul style="list-style-type: none"> •Can they answer some questions using different resources, such as books, the internet and atlases? •Can they explain the main features of a hot and cold place? •Can they tell something about the people who live in hot and cold places? •Can they explain what they might wear if they lived in a very hot or a very cold place? •Can they point out where the equator, north pole and south pole are on a globe or atlas? <p>Can they begin to locate the world's seven continents and five oceans?</p>	
Computing	<p><u>Data Retrieving and Organising</u></p> <p>Sound (Active Inspire) Focus: Can they record a sound and play it back?</p> <p><i>NC: use technology purposefully to create, organise, store, manipulate and retrieve digital content. (own plans)</i></p>	
Religious Education	<p><u>What does it mean to be Muslim?</u></p> <ul style="list-style-type: none"> • What makes our school community special? • Which objects are special for Muslims? • Who was Muhammad? • What does it mean to be a Muslim? 	
Physical Education	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> •Can they make their body tense, relaxed, curled and stretched? •Can they control their body when travelling? •Can they control their body when balancing? •Can they copy sequences and repeat them? •Can they roll in different ways? •Can they travel in different ways? •Can they balance in different ways? •Can they climb safely? •Can they stretch in different ways? •Can they curl in different ways? <p><u>Coach- Multi-skills</u></p>	
Art & Design	<p><u>QCA- Investigating materials</u></p> <p>Sketch books</p> <ul style="list-style-type: none"> •Can they begin to demonstrate their ideas through photographs and in their sketch books? •Can they set out their ideas, using 'annotation' in their sketch books? •Do they keep notes in their sketch books as to how they have changed their work? <p>Textiles</p>	

	<ul style="list-style-type: none"> •Can they sort threads and fabrics? •Can they group fabrics and threads by colour and texture? •Can they weave with fabric and thread?
Design & Technology	<p><u>Textiles</u></p> <ul style="list-style-type: none"> •Can they describe how different textiles feel? •Can they make a product from textiles by gluing?
Music	<p>Performing</p> <ul style="list-style-type: none"> •Can they use their voice to speak/sing/chant? •Do they join in with singing? •Can they use instruments to perform? •Do they look at their audience when they are performing? •Can they clap short rhythmic patterns? •Can they copy sounds? •<i>Can they make loud and quiet sounds?</i> •<i>Do they know that the chorus keeps being repeated?</i> <p>Composing (inc notation)</p> <ul style="list-style-type: none"> •Can they make different sounds with their voice? •Can they make different sounds with instruments? •Can they identify changes in sounds? •Can they change the sound? •Can they repeat (short rhythmic and melodic) patterns? •Can they make a sequence of sounds? •Can they show sounds by using pictures? •<i>Can they tell the difference between long and short sounds?</i> •<i>Can they tell the difference between high and low sounds?</i> •<i>Can they give a reason for choosing an instrument?</i> <p>Appraising</p> <ul style="list-style-type: none"> •Can they respond to different moods in music? •Can they say how a piece of music makes them feel? •Can they say whether they like or dislike a piece of music? •Can they choose sounds to represent different things? •Can they recognise repeated patterns? •Can they follow instructions about when to play or sing? •<i>Can they tell the difference between a fast and slow tempo?</i> •<i>Can they tell the difference between loud and quiet sounds?</i> •<i>Can they identify two types of sound happening at the same time?</i>
PHSCE	<p>e-safety lesson</p> <p><u>Dreams and Goals</u></p> <p>My treasure chest of success Can they stay motivated when doing something challenging?</p> <p>Steps to goals Can they keep trying even when it is difficult?</p> <p>Achieving together Can they work well with a partner or in a group?</p> <p>Stretchy learning Do they have a positive attitude?</p> <p>Overcoming obstacles Can they help others to achieve their goals?</p> <p>Celebrating my success Are they working hard to achieve their own dreams and goals?</p> <p>Aspirations (people who help us focus)</p>
Enrichment	<ul style="list-style-type: none"> • Aspirations week • Educational visit- London City Airport • Visitors- professionals to talk about their jobs • Focus week- Maths <p>Assessment week- week 5 or 6</p>