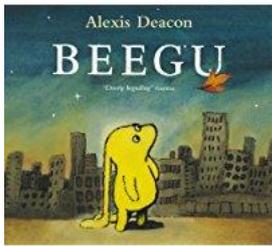
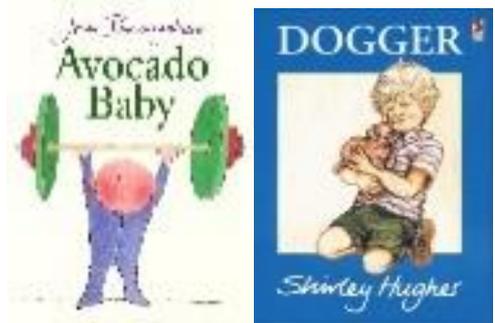


Year One Term 3 The World Around Us

<p>English</p>	<p align="center">Beegu</p>  <p align="center">Plot: Journey tale Focus: Characterisation</p> <p align="center">Poetry: Snake in School by Debjani Chatterjee</p> <p align="center">Diary: Link to Beegu how character feels when not wanted</p>	<p align="center">Reading for Enjoyment</p> 
<p>Mathematics</p>	<p>Unit 7: Exploring calculation strategies within 20 (5 lessons) Unit 8: Numbers to 50 (10 lessons)</p>	
<p>Science</p>	<p>Everyday materials</p> <p>Working scientifically</p> <ul style="list-style-type: none"> •Can they perform simple tests to compare the suitability materials for specific jobs? e.g. which of these would make the best *umbrella *bookshelf *ladder for Jack to use once the giant has cut down his bean stalk? <p>Knowledge & Understanding</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 such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent? •Can they identify what material objects are made from? •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 create their own criteria/rules for classifying a group of different materials and apply them consistently when sorting? •Can they explain how solid shapes can be changed by squashing, bending, twisting and stretching? 	
<p>History</p>	<p>No history</p>	
<p>Geography</p>	<p><i>Term 3</i></p> <p><i>Possible starting point / stimulus:</i></p> <p><i>Travel/Holiday catalogues</i></p> <p><i>Postcards from different places (hot & cold)</i></p> <p>Geographical Enquiry</p> <p>Can they say what they like about their locality?</p> <p>Can they sort things they like and don't like?</p> <p>Can they think of a few relevant questions to ask about a locality?</p> <p>Can they answer some questions using different resources, such as books, the internet and atlases?</p> <p>Can they keep a weather chart?</p> <p>Can they answer questions about the weather?</p> <p>Can they answer questions using a weather chart?</p> <p>Can they make plausible predictions about what the weather may be like later in the day or tomorrow?</p> <p>Hot and cold places in the world (Barnaby Bear)</p> <p>Can they compare the differences between housing/shelter in hot & cold places?</p> <p>Buildings on mountains or in places that flood?...</p> <ul style="list-style-type: none"> •Can they explain what they might wear if they lived in a very hot or a very cold place? •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 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>	
<p>E-safety</p>	<p>Knowledge & understanding</p> <p>Can they understand the different methods of communication (e.g. email, online forums etc)?</p> <p>Do they know you should only open email from a known source?</p> <p>Do they know the difference between email and communication systems such as blogs and wikis?</p> <p>Do they know that websites sometimes include pop-ups that take them away from the main site?</p> <p>Do they know that bookmarking is a way to find safe sites again quickly?</p> <p>Can they begin to evaluate websites and know that everything on the internet is not true?</p> <p>Do they know that it is not always possible to copy some text and pictures from the internet?</p> <p>Do they know that personal information should not be shared online?</p> <p>Do they know they must tell a trusted adult immediately if anyone tries to meet them via the internet?</p>	

	<p>Skills</p> <p>Can they follow the school's safer internet rules? Can they use the search engines agreed by the school? Can they act if they find something inappropriate on line or something they are unsure of (including identifying people who can help, minimising screen, online reporting using school system etc)? Can they use the internet for learning and communicating with others, making choices when navigating through sites? Can they send and receive email as a class? Can they recognise advertising on websites and learn to ignore it? Can they use a password to access the secure network?</p>
Computing	<p>Digital Literacy (Online Safety) – Use Kidsmart (1 Week) IT : Creating Images – Pixlr Express and J2E Jit5</p>
Religious Education	<p>What does it mean to belong to Sikhism?</p> <p>How do religious people show they belong? What is Sikhism? How do children show they belong to Sikhism? Why do Sikhs tell the story of Guru Nanak bathing in the river? What did Guru Gobind Singh ask Sikhs to look like? What is the Amrit ceremony?</p>
Physical Education	<p>Acquiring and developing skills</p> <p><i>Evaluating and improving</i></p> <p>Can they copy actions? Can they repeat actions and skills? Can they move with control and care? Can they talk about what they have done? Can they describe what other people did?</p> <p><i>Health and fitness</i></p> <p>Can they describe how their body feels before, during and after an activity?</p> <p>Gymnastics</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>Coach- Multi-skills</p>
Art & Design	<p>Investigating materials</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>Developing, planning and communicating ideas</p> <p>Can they identify the features of a successful product? Can they identify a purpose and a target group? Can they think of some ideas of their own? Can they explain what they want to do? Can they use pictures and words to plan?</p> <p>Working with tools, equipment, materials and components to make quality products</p> <p>Can they explain what they are making? Can they explain which tools are they using?</p> <p>Evaluating processes and products</p> <p>Can they describe how something works? Can they talk about their own work and things that other people have done?</p> <p>Textiles</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? <p>Challenging</p> <ul style="list-style-type: none"> •Can they make loud and quiet sounds? •Do they know that the chorus keeps being repeated? <p>Composing (inc notation)</p> <ul style="list-style-type: none"> •Can they make different sounds with their voice?

