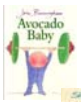


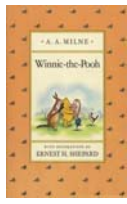
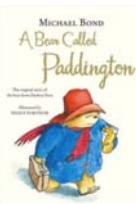
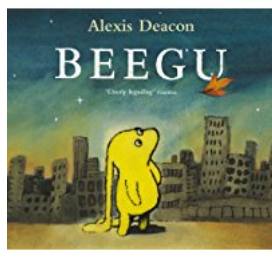
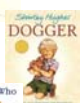

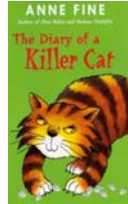

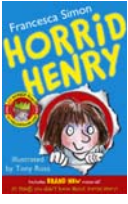


Year One - Term 3 - The World Around Us

		Writing Map		Reading Spine				
English	Theme	The world around us.						
	Main text	Beegu 						
	Story plot and focus	Journey Focus: characterisation						
	Poetry Unit	Poem to recite- Snake in School by Debjani Chatterjee						
	Non fiction Unit	Diary – link to Beegu how character feels when not wanted						
		Writing assessment						
Mathematics	Time Numbers to 50 Addition and subtraction within 50 Length and weight							
Science	<p>Working Scientifically</p> <p>Links to the statutory programme of study:</p> <ul style="list-style-type: none"> • Can they ask simple questions, recognising that they can be answered in different ways? • Can they observe closely, using simple equipment? • Can they perform simple tests? • Can they use their observations and ideas to suggest answers to questions? • Can they gather and record data to help in answering questions? <p>Non-statutory notes & guidance:</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><i>Some topics require children to ‘make observations and notice changes over time’. The provision for these topics often requires an earlier start than the term which has been designated for delivery. In year 1 those topics are: Seasonal changes, plants & animals.</i></p> <p>Everyday Materials</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? 							
History	No history							
Geography	<p>Possible starting point / stimulus: <i>Travel/Holiday catalogues / Postcards from different places (hot & cold)</i></p> <p>Hot and cold places in the world (Barnaby Bear)</p> <ul style="list-style-type: none"> • Can they compare the differences between housing/shelter in hot & cold places? • Buildings on mountains or in places that flood?... 							

	<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? • Can they begin to locate the world's seven continents and five oceans? <p>Geographical Enquiry</p> <ul style="list-style-type: none"> • Can they say what they like about their locality? • Can they sort things they like and don't like? • Can they think of a few relevant questions to ask about a locality? • Can they answer some questions using different resources, such as books, the internet and atlases? • Can they keep a weather chart? • Can they answer questions about the weather? • Can they answer questions using a weather chart? • Can they make plausible predictions about what the weather may be like later in the day or tomorrow?
E-safety	<p>Knowledge & understanding</p> <p>Can they understand the different methods of communication (e.g. email, online forums etc)? Do they know you should only open email from a known source? Do they know the difference between email and communication systems such as blogs and wikis? Do they know that websites sometimes include pop-ups that take them away from the main site? Do they know that bookmarking is a way to find safe sites again quickly? Can they begin to evaluate websites and know that everything on the internet is not true? Do they know that it is not always possible to copy some text and pictures from the internet? Do they know that personal information should not be shared online? 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><u>Creating Images</u></p> <ul style="list-style-type: none"> • Pixlr Express • J2E JiT5 <p>Safer Internet Day</p>
Religious Education	<p><u>What does it mean to be Muslim?</u></p>
Physical Education	<p>Acquiring and developing skills</p> <p><u>Evaluating and improving</u></p> <p>Can they copy actions? Can they repeat actions and skills? Can they move with control and care?</p> <p><u>Evaluating and improving</u></p> <p>Can they talk about what they have done? Can they describe what other people did?</p> <p><u>Health and fitness</u></p> <p>Can they describe how their body feels before, during and after an activity?</p> <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?

	<ul style="list-style-type: none"> • Can they stretch in different ways? • Can they curl in different ways? <p>Coach- Multi-skills</p>
Art & Design	<p><u>Investigating materials</u></p> <p><i>Sketch books</i></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><i>Textiles</i></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?</p> <p>Can they identify a purpose and a target group?</p> <p>Can they think of some ideas of their own?</p> <p>Can they explain what they want to do?</p> <p>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?</p> <p>Can they explain which tools are they using?</p> <p>Evaluating processes and products</p> <p>Can they describe how something works?</p> <p>Can they talk about their own work and things that other people have done?</p> <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? <p>Challenging</p> <ul style="list-style-type: none"> • <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? <p>Challenging</p> <ul style="list-style-type: none"> • <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? <p>Challenging</p> <ul style="list-style-type: none"> • <i>Can they tell the difference between a fast and slow tempo?</i>

	<ul style="list-style-type: none"> • <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 • Safer Internet Day – 7th February 2017 <p>Assessment Week - Week 5 or 6</p>