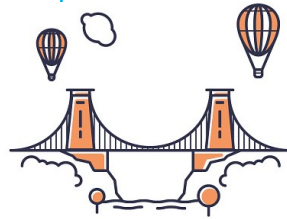
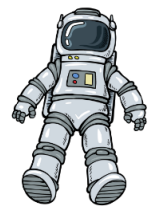


<u>Maths</u> Number Sense Maths. Stage 3: Facts and Strategies within 10. Book 1: One more, one less Book 2: Two more, two less—odd and even Book 3: Number 10 fact families NCETM Mastery in Maths Composition of numbers 0—5 (<i>one more and one less; introduction to the bar model</i>) Composition of numbers 6 – 10 (<i>explore the five-and-a-bit structure and understand the concept of odd and even numbers</i>) Additive structures—aggregation and partitioning (<i>combining two or more parts; using the + symbol; = shows equivalence; the—symbol can be used to represent partitioning</i>)	<u>English</u> Stick Man Look Up! (c/c History, PSHE) Goram and Ghrystom Poetry <u>Reading:</u> Develop pleasure in reading , link what they read and hear to their own experiences, predicting and inferring meaning <u>Writing:</u> Use of finger spaces, beginning to punctuate sentences using a capital letter and full stop, beginning to use the personal pronoun I <u>Phonics:</u> Phase 5 graphemes, adding prefixes and suffixes (-s, -es, -ing, -ed, –er, -est, un-), contractions, days of the week <u>Handwriting:</u> form lower-case and upper-case letters correctly, form digits 0 –9 correctly, begin to understand which letters belong to which handwriting ‘family’, begin to use cursive handwriting	<u>RE</u> Galilee to Jerusalem Exploring the events of Candlemas, recognising that Jesus is the Light of the World and understanding how people felt when they met Jesus. Children will make links between Jesus announcing His Mission and how Christians are called to speak to God today. Stories include: The Presentation of Jesus (Candlemas); Jesus lost in the Temple; Jesus announces his mission; the call of the disciples; Jesus and the children and the story of Zacchaeus. All Christians are called to follow Jesus and share the Good News with others. Christians are called to take care of each other, especially those most in need, such as the poor. Holy Jubilee Year of Hope
<u>PSHE / RSE</u> Class Assembly—what it means to love and be loved. Clean and Healthy Feelings, Likes and Dislikes Super Suzie Gets Angry	 Term 3 Curriculum Map Year 1 	
<u>Art and D&T</u> Drawing: Self-portraits Key skills: understand proportions; use a mirror to draw accurately. Painting: Colour mixing Key skills: colour mixing; identifying primary and secondary colours; using objects for printing; use paint to make patterns; be inspired by Clarice Cliff. Sculpture and 3D—Paper Play Key skills: rolling paper tubes; shaping paper strips; constructing imaginative sculptures.	<u>Topic</u> History: Space Exploration Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Who was the first person in space? Why were animals sent into space? Significant individuals include Yuri Gagarin, Valentina Tereshkova, Neil Armstrong, Mae Jemison, Helen Sharman and Tim Peake. Geography: Let’s Explore Bristol Name and locate the world’s seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use aerial photographs and maps to locate our school and local landmarks—human and physical features.	
<u>Computing</u> Mouse and keyboard skills. Using both a mouse and a track pad to play a game and to draw a picture. Begin to navigate the keyboard to write.	<u>PE</u> Real PE Gymnastics	
		<u>Science</u> Animals including humans K: identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals K: identify and name a variety of common animals that are carnivores, herbivores and omnivores K: describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) K: identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. WS: asking simple questions and recognising that they can be answered in different ways WS: identifying and classifying Seasonal Changes K: observe changes across the four seasons K: observe and describe weather associated with the seasons and how day length varies WS: observing closely, using simple equipment WS: using these observations and ideas to suggest answers to questions WS: gathering and recording data to help in answering questions WS: asking simple questions and recognising that they can be answered in different ways <u>Music</u> Music Express Unit 1: Ourselves - Exploring Sounds Unit 2: Number - Beat