

<p><b>English</b></p> <p><u>Fiction: Story Writing</u> We will be writing a story based around the traditional tale: The Three Little Pigs.</p> <p><u>Non-Fiction: Non-chronological report</u> We will link our non-chronological report to our science work on the human body.</p> <p><u>Poetry: Acrostic</u> We will explore the features of poetry and write our own acrostic poem.</p> <p><u>Handwriting:</u> We will continuously practise letter formation, both lower case and upper case.</p> <p>Our class novel will be The Gruffalo by Julia Donaldson.</p>	<p><b>Mathematics</b></p> <p>This term, we will be focusing on place value. The children will learn sort, count and represent objects. They will also count forwards and backwards as well as count one more and one less. There will be a big emphasis on using practical resources to support our learning. In the second half of the half term, addition and subtraction will be a focus. The children will explore number bonds within 10 and use the part-part whole model to support and challenge learning.</p> <p><u>Number formation:</u> We will continuously practice this daily.</p> <p><u>Counting and Times Tables:</u> This will be practised daily.</p>	<p><b>PSHE</b></p> <p><b>Jigsaw: Being in my World.</b></p> <p>Within this unit, the children will focus on kindness and friendship and what that means. They will consider what happens when something is unkind.</p> <hr/> <p><b>Computing: We are all connected</b></p> <p>Our focus this half term is 'We are all connected'. The aim is to help young children come to terms with how the web works and that we are all connected and contactable via access to the Internet.</p>
<p><b>Geography: Spatial Sense</b></p> <p>The children will begin to develop an understanding of place; where they are and what is located around them. They will build on their understanding of place throughout the geography curriculum, particularly in the spatial sense units. Children will also begin to develop their understanding of the environment by looking at what is around them in their immediate environment.</p>	<p><b>Religious Education</b></p> <p><b>Who is Jewish and what do they believe?</b></p> <p>This unit enables pupils to begin to understand what Christians believe about God and about Jesus as the Son of God. This unit looks at stories about Jesus and stories that Jesus told.</p> <p>Teaching in this unit will help children to understand that Christians see God as Father and Creator and Jesus as the Son of God and an inspiration to Christian people. This unit also allow pupils to study prayer and in particular the Lord's prayer.</p>	<p><b>Science: The Human Body</b></p> <p>In Year 1, children begin by looking at the parts of the human body and their functions. They move on to study the eye in more detail, learning that scientists look closely at things to find out how they work. Children then progress to find out more about our ears, how we hear and the importance of hearing. Touch, taste and smell are studied, and children will begin to understand that our senses help us to process what is happening around us, helping us to be aware of the world we live in.</p>
<p><b>Physical Education: Gymnastics</b></p> <p>This half term, the children will be focusing on gymnastics. Pupils will develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p>	<p><b>Music: Hey You!</b></p> <p>The unit of work is Hey You! This is written in an Old-School Hip Hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form.</p> <p>As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Old-School Hip Hop tunes.</p>	<p><b>Art: Colour</b></p> <p>This unit introduces the children to the element of colour. The lessons use seminal works of Mondrian, Bruegel the Elder, Van Gogh, Vermeer and Monet to explore concepts and vocabulary which relate to colour: primary and secondary colours; warm and cool colours; tints and shades.</p> <p><b>DT: Textiles</b></p> <p>Children will design, make and evaluate a textiles product.</p>
<p><b>Phonics</b></p> <p>This half term, the children will revisit phase 4. At this stage, children should be comfortable with each phoneme.</p> <p>From here on, the teaching of phonics will be about consolidating and improving their knowledge, while introducing trickier words with increased vocabulary.</p> <p>By phase 4 phonics, children should be able to blend confidently to work out the sound of new words. They should be able to read words right away without sounding them out. And they should be able to write each letter.</p>		