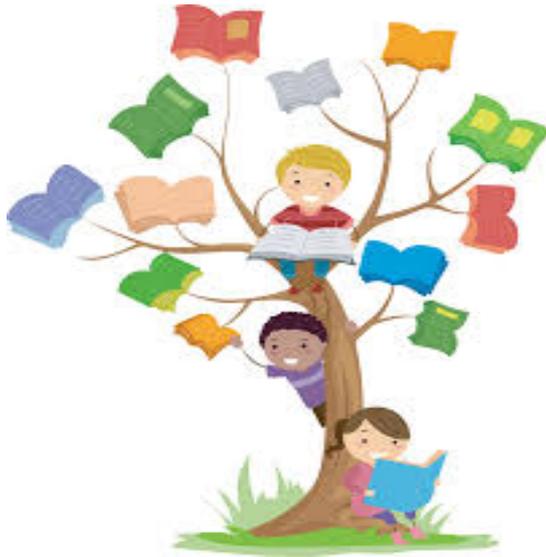


Overview for Year One Term 3.



Religious Education.

Growing and Changing- Eucharist.
Baptism- We Belong
Prayer- To Love by Working

Links with Highway heroes HIGHWAY
HEROES PROGRAMME-Module One. Sticking
Up For Me Beating Bullying and Taming
Teasing

English.

LITERATURE AND CONTEXT

1. Discuss how authors create characters using language and images.

Read and discuss a series of stories written by Jeannie Baker and Julia Donaldson. Integrate art-work to enhance meaning and engagement in topic.

2. Discuss characters and events in above range of literary texts and share personal responses to these texts, making connections with students' own experience.

Children engage in simple written activities that express their ideas and personal response to a story.

3. Discuss features of plot, character and setting in our stories by Jeannie Baker.

4. Creating Literature.

Recreate texts imaginatively using drawing/writing/responding to simple texts based on stories by Jeannie Baker.

LANGUAGE FOR INTERACTION

1. Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions.

Discuss how the author, Jeannie Baker, communicates the character's feelings and the events and changes that occur in the story. What feelings are communicated in this story.

2. Understand patterns of repetition and contrast in simple texts.

Read and experience these patterns in the stories we read each week.

3. Understand concepts about print and screen, including how different types of texts are organised using page numbering.

Guided reading and understanding how to 'manage' a book and other printed texts. Expressing and developing ideas. Focus on fluency when reading, look at each child to determine where they need help.

1. Identify the parts of a simple sentence that represent 'What's happening?', 'What state is being described?', 'Who or what is involved?' Exploring through Literature.

Phonics and word knowledge

1. Manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words.

2. Focus on vowels and simple CVVC words. Learn the common digraphs.

3. Begin to learn how to spell two and three syllable words with common letter patterns as well as words with digraphs. Spelling Programme using Diana Rigg assessments and programme.

INTERACTING WITH OTHERS

1. Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions. Present 'research' to class.

Dairy keeping and sharing Monday Mornings.

2. Group activities, establishing groups and completing set tasks cooperatively in small groups.

Cont.

3. Use interaction skills including turn-taking, recognizing the full stop, contributions of others, speaking clearly and using appropriate volume and pace.

Learning to take turns and listen to each other.

4. Beginning to read decodable and predictable texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and re-reading.

5. Guided Reading/fluency is our main focus this term.

6. Beginning to use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features.

Creating Texts

1. Beginning to create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar.

Mathematics. Focus; number lines, Money, Probability and Chance, review time half hour and hour.

Number Stories.

NUMBER AND PLACE VALUE.

1. Develop confidence with number sequences to and from 100 by ones from any starting point. Skip count by fives and tens.

2. Recognise, model, read, write and order numbers to at 100. Locate these numbers on a **number line**.

3. Count collections to 100 by partitioning numbers using place value

4. Investigate and describe number and object patterns formed by skip-

5. Money coin value adding and taking away amounts of money.

6. Number stories

Measurement and Geometry

1. Describe duration using months, weeks, days and hours

2. Volume and capacity

DATA REPRESENTATION AND INTERPRETATION

1. Choose simple questions and gather responses and make simple inferences

2. collecting data

3. Probability and chance, what might happen and what won't happen.

Humanities and Social Sciences/ Geography,

Link with literature by Jeannie Baker.

Humanities and Social Sciences skills- Natural and Man Made Resources.

1. The difference between natural and man made
2. Managed places and environments
3. The natural environment and why we must look after it.
4. Recycling
5. Differences between countries and places.

QUESTIONING AND RESEARCHING; What is a place?

Technology

STEAM: Children are identifying objects, making comparisons, making predictions, testing ideas, and sharing discoveries, all while observing their natural environment. Students will also explore sizes, shapes, patterns, and quantities in the process. In this way, children can learn concepts from different disciplines in different contexts, all in ways that are naturally engaging to them.

Children design and construct using natural and recyclable materials

CODING; Students engage in simple programming activities and build courses using blocks and hands-on materials to set up pathways for BeeBots to negotiate.